

SUMMER DIARY

The Bac door route to university...

Une fois n'est pas coutume as the French say. Or one swallow does not make a summer. But here is a model of DES clarity. This is what it has to say, in a booklet published in July, on the subject of the equivalence of the European Baccalaureate to A level and other British qualifications for admission to higher education.

"The candidate will have survived numerous screenings and the failure rate is therefore low. The number of subjects studied in the sixth and seventh years results in a smaller degree of specialization compared with A level courses but this should be weighed against the academic potential and breadth of education of holders of the baccalaureate - other important factors are their ability to work in two or three languages and the emphasis which the schools give to the development of oral skills." (my italics).

The DES notes that average marks tend to be lower than A level, given the breadth of subjects, and that some universities and their faculties unfamiliar with the system "tend to set too high a baccalaureate mark as a condition for entry to a degree course... if justice is to be done... it is suggested that the applicant be interviewed."

Excellent words. But why not apply them also to the French baccalaureate (379,300 entries, 252,500 successes this year), and indeed the awards of other EEC member countries, which fulfil this double role of marking the end of secondary studies and the minimum qualification for higher education?

There is no justice in the fact that, on the one hand, the European Bac (a mere 300 award holders in the English language section since 1959) will now be joining that other minority award, the International Bac, as something about - and know what's more, in the words of the DES booklet, that all candidates "have the same right as nationals with equivalent qualifications to seek admission in any university in the territory of the contracting parties."

Yet, on the other hand, there is no common reference, no policy, let alone any obligation to a student who has been enrolled within the state

system of another EEC country.

The answer, I fear, is clear. The European Bac is another case of doing a deal for a privileged group; in this case the children of EEC officials who attend the nine European schools, like the one sited at Culham in Oxfordshire. Governments are obliged under EEC regulations to comply. But when it comes to suggesting general freedom of movement for EEC students, out come the protectionist reflexes. Twentieth century Europe has re-created medieval Europe's system of guilds. It has not re-created its internationalism.

Living as I do in France, I see the rites of the French baccalaureate having as much of a place in the calendar as the Quatorze Juillet and Mardi Gras. You know that at the beginning of the school year the minister will introduce a reform (last year he scored a coup: written gym became compulsory). After Easter comes the media build up: *Le Monde de l'éducation* publishes a survey of bac results for every lycée in France.

Naturally, there is political debate too: "the bac is not what it was". But so far it has always ended in consensus.

There really is no alternative. By this time we are in June. On the first day the bac the Paris transport unions will have organized a Metro strike, as a reminder that only 10 per cent of the lycée candidates are working class. Somewhere there will have been a leak or a major misprint. There is also likely to be a spectacular case of cheating. Last year a citizen band radio expert, keeping his Walkman hidden by a scarf, at 80 degrees Fahrenheit, got his history course transmitted in. "Should such enterprise have been denounced?" kept columnists busy for days.

Of the old, wit, after the candidates have had a go, also have been widely published and commented on, with a few self-assured teachers demonstrating the time-honoured art of writing a paper in terms of thesis, antithesis, synthesis. Candidates then do ten days cramming for the bulk of the papers. The results are out in early July, with the only mark that counts for the majority being whether they have

passed or failed (which I see as a healthy recognition that not all examiners are perfect).

For after the bac, the Fac. The French hold to a tradition which the efficiency merchants regard as aberrant, but the rest of us see as one of the keys to civilization. A *bachelier* has an absolute right to a university place. In Paris most are snapped up within hours, parents having kept a place warm in the queue.

The comedy is serious. The *baccalauréat* belongs to the public. That is also symbolized in the way the bac is organized. It is a national exam. The government approves the programmes, which are then administered



The status-conscious still see technical education as a fate worse than the guillotine.

to a university place. The relationship - what the French more accurately call the *rapprochement des forces* - between secondary school pupils, secondary school, and the university is quite different from what it is in England. French universities cannot tailor the whole secondary school curriculum to suit their specialists. The dyke of general culture has held.

That is the other factor which helps

to keep the bac in the public eye. Since Napoleon's time France has held the view that secondary education should teach pupils both the facts, and a passion for organizing them, across a broad range of disciplines. The bac is, essentially, testing competence in acquiring vital cultural footholds.

Hence a core of obligatory subjects which have survived the sub-division of a general bac into six subject-dominant streams, and the addition of a technical bac, making for 25 different programmes in all. You know that someone with a bac in his or her pocket will have had a grounding in the main currents of philosophical thought, will have a remarkably mature view of recent world history and politics, will be able to do an impressive degree of maths, will have come in contact with the French classics and can at least burble a few words in a foreign language. They are judged on a single four-hour paper in each subject.

The bac's benefits are both public and personal. At 15 our very own bac-holder was as drawn by my favourite cartoonist, Jean Plantu of *Le Monde*: the young giant gazing unconprehendingly at his wizened parents. "All I want is time to love and dream," says he. "Passe ton bac d'abord" they speak, ever more hysterically. Faced with definitive choice, what would he have chosen then?

At 17 or 18, he and his age group are not only capable of serious effort. They also have the range which gives them the tools for living in a modern democracy. They seem - is this far fetched? - to be too well informed, too well trained in argument to become mere lobby fodder.

Of course there are other sides to the story. The non-academic, non-élite are not only capable of serious effort. They also have the range which gives them the tools for living in a modern democracy. They seem - is this far fetched? - to be too well informed, too well trained in argument to become mere lobby fodder.

education is still, among the status-conscious, a fate worse than the guillotine.

You only have to see the jockeying that goes on from the primary schools to be in the "good" lycées, the "good" classes of the lycée, the "good" subject bac, general of course, to see that there is no one to beat the French for having a collective commitment to equality of opportunity and justice, and an unlimited personal energy to devote to being part of the élite.

Twenty years ago the élite went for philosophy. Today it is the maths-based bac which is quite outrageously privileged. It is in the open door and often the only one to the classes *préparatoires*, even in literary subjects which groom for the entry competition to the professionally-orientated *Grandes Ecoles* and the *écoles Normales Supérieures*. Its system of marking even makes it easier to do very well. The results are predictable. C classes are clogged by the unwilling offspring of forceful parents and by those who behave well.

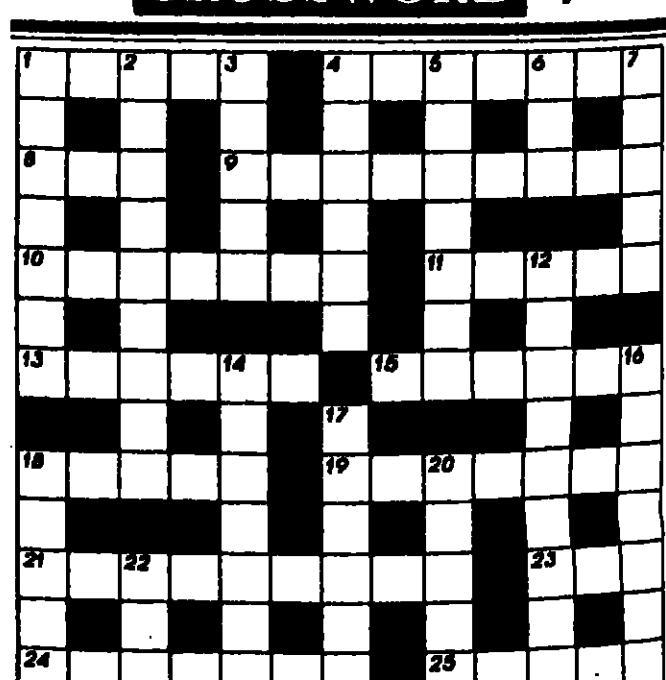
Maths geniuses who prefer, to the school library, the café opposite the lycée (what the DES calls developing oral skills) are told to do Bac A literature or Bac B economics-history-philosophy.

But the increasing vulnerability of the French university system, the openness of which guarantees the bac's generalist approach, is the darkest of the clouds on the horizon. There has been a notable swing these last few years to the competitive forms of higher education.

This is compounded by government cynicism towards the universities, which traditionally have a far more brilliant staff than the *Grandes Ecoles*. They are kept on budgets which guarantee that by the end of the year they will have run out of everything: light bulbs, lavatory paper, patience. As of today, however, school is still uppermost in my mind. I even see a bit of Wordsworth needs amending. The bac has actually rolled back the shades of the prison house. May it go on doing so.

Anne Corbett

No 217 CROSSWORD by Rufus



- Across**
- In the Oval perhaps a century wins acclaim (5)
 - When people may collect in the streets (4-3)
 - Could be one which will last a long time (6)
 - He finds criminals working for the police (9)
 - Game with two essential elements of tennis (7)
 - Painted expression (5)
 - Doctor with liverish condition still getting about (6)
 - Misc of the twent-ies (6)
 - Wrongful waste of labour (5)
 - What this young man's mother said (7)
 - Strangely, in matters of discipline they're strict (9)
 - Spent that American note (3)
 - Basic part of an electric kettle (7)
 - An air of sanctity (5)
 - Love other than on the grass (4, 5)
 - Type of window in the French upper room (7)
 - Subordinate theme (7)
 - Aim to be mowed? (6)
 - Some thousand held captive in banks (9)
 - A name rising on the Indian border (5)
 - One type of con-spirit (7)
- Down**
- Heavy surrounds volcano in Asian land (7)
 - Policeman examines a (5)
 - Girl needing daily refreshment (5)
 - A fine state to be in (5)
 - Out-of-date sort of chair taken into account (7)
 - Td a stage name for a Westsman (3)
 - Return from the capital (5)
 - Difficult to make

THE TIMES Educational Supplement

FRIDAY AUGUST 30 1985 NUMBER 3609

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Pay £5-a-time for lunch duty, l.e.a.s urged

by Mike Durham

Local education authorities are being advised to pay teachers or other responsible adults between £4 and £5 a session to carry out lunchtime supervision of pupils.

A paper being discussed today by the management panel of the Burnham pay negotiating committee recommends a national scheme which could add up to about 1 per cent of the pay bill.

If the proposals are accepted and put into practice, it will remove a significant thorn in the side of local education authorities in the current pay dispute. Headteachers have already warned that they may close schools if more support for lunchtime supervision is not forthcoming.

The proposals being put forward by the Local Authorities Conditions of Service Advisory Board stem from the offer by the Education Secretary, Sir Keith Joseph, to provide money for lunchtime supervision if the teachers agree to pay restructuring and a new contract by October 11.

LACSAB estimates that the new model would cost between £30 and £40 million. The money would eventually come from Sir Keith's offer of £1.25 billion over four years for a new pay structure.

Using the Burnham grouping of schools according to size as a starting point, the paper suggests a number of options on the number of staff who would be needed to carry out the scheme, and estimates the cost in each case.

Teachers could be paid £4, £4.50 or £5.00 a session to supervise lunch breaks. At £4 a session the total cost could be £27.5 million, rising to a maximum of £40.7 million at an upper rate of £5 per session.

The duties could be taken on either by specially hired meal duty assistants

or by teachers themselves. Teachers would be hired by the term or by the year and paid at the end of each term.

The current rate of pay for a non-teaching dining room assistant or supervisor is just under £2 an hour. LACSAB recommends that lunch breaks in schools should be limited to between half an hour and one and a half hours.

The new package has been put together in the light of moves by some authorities to negotiate their own local agreements with teachers over meal duties in schools during the latest pay dispute.

No l.e.a.s. has yet started paying teachers for lunch duties, although several, including Oxfordshire, have

CEOs' pay rise, NUT action plan, page 3

held informal talks with local teacher union leaders.

Durham l.e.a.s. has been operating its own scheme for three years and claims it is superior to the management panel proposals. Supervisory assistants are paid £1.91 an hour to carry out the meal duties, releasing teachers from the task.

The county's chief education officer, Mr Derek Sowell, has already written to LACSAB rejecting the proposed scheme. The Durham scheme, he says, is cheaper, more efficient, and safe from the effects of industrial action by teachers.

LACSAB says the proposals are flexible enough to appeal to most l.e.a.s. while at the same time protecting them from pressure to adopt more expensive schemes. They are anxious to ensure that l.e.a.s. conform to a national guideline.

Sir Keith Joseph has recently indicated that he is prepared to live off the cost of lunchtime supervision from the

other duties teachers would be expected to carry out as a result of his proposed new 14-point "contract".

If l.e.a.s. were to adopt the scheme in the next few months up to the beginning of the financial year in April, they would have to find the money from their own resources. If a structure package was agreed from next April, part of the money would come from central government.

But the argument is that most l.e.a.s. would be willing to find the money to finance a new agreement almost immediately in order to rid themselves of a persistent problem which is dogging schools during the current pay dispute.

Meanwhile, headteachers are being sent tough new guidelines which could lead to schools throughout the country being closed unless l.e.a.s. reach a deal on lunchtime supervision next term.

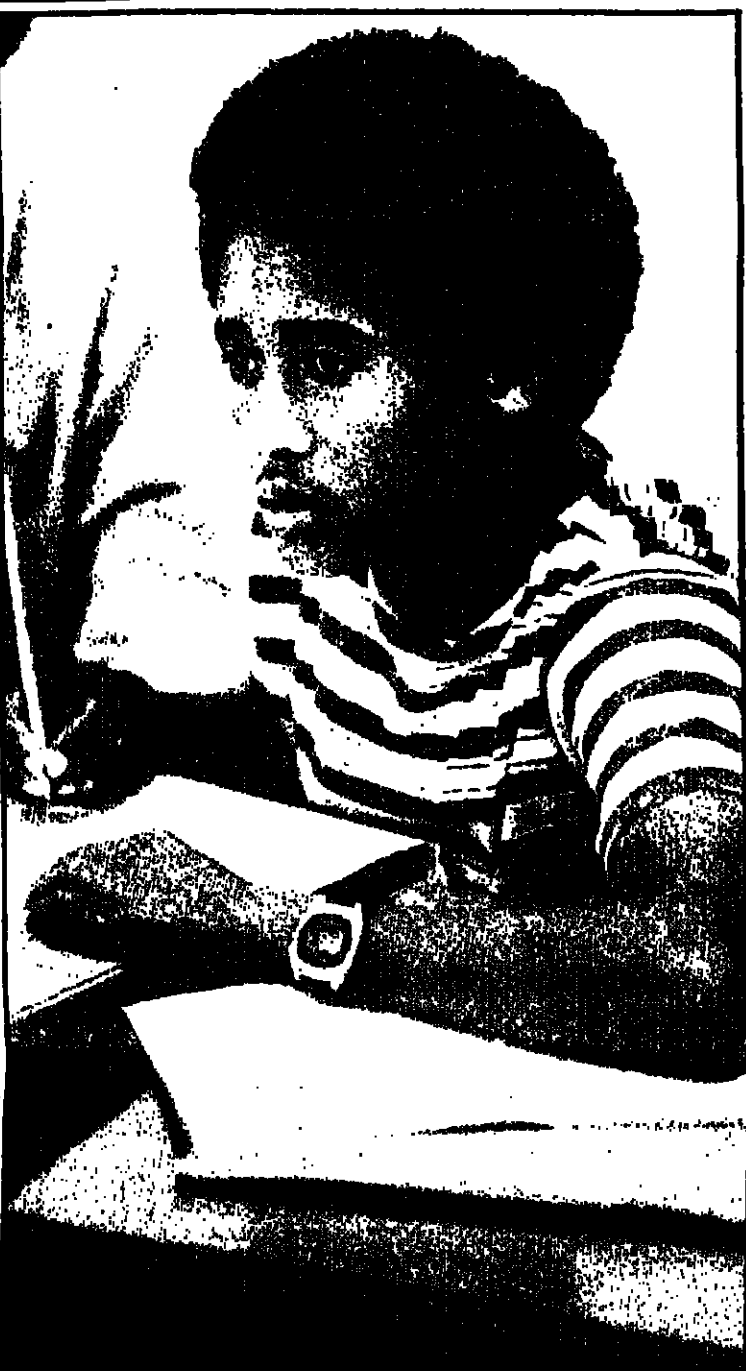
Following an action committee meeting last week, the National Association of Head Teachers has circulated the advice to its 20,000 members, many of whom have kept schools open by carrying out lunchtime supervision single-handed.

The NAHT is also writing to chief education officers urging them to give "maximum support" to heads in running schools during the current teachers' pay dispute.

The letter is believed to stress that local education authorities are under an obligation to maintain education, and that if the service were to break down it would be the l.e.a.s.' responsibility.

Mr Clifford Hayes, the NAHT's deputy general secretary, said heads would welcome a separate contract for payment for lunchtime supervision.

"We have been canvassing this idea for seven years. If the authorities came up with something along these lines we would be the first to welcome it."



New boy: an Ethiopian immigrant learning Hebrew at a Government-run absorption centre in Jerusalem. Falasba picture report, page 14.

Fears rise that firms will dominate new YTS

by Mark Jackson

Concern is growing that the new two-year Youth Training Scheme will be run almost entirely by employers.

The voluntary organizations, which at present provide the bulk of the projects outside industry and commerce, suspect that under new funding arrangements they will only be able to retain a few thousand places.

Manpower Services Commission officials admitted during the planning of the new scheme that they expected the provision for youngsters with special needs - currently around 90,000 places - would fall to 50,000 - 60,000.

The working party drawing up the scheme approved funding arrangements based on these figures. Under these arrangements any places

approved for such youngsters, or in areas where there are not enough places with employers, will get a premium payment as well as the standard flat grant.

The voluntary agencies, and local authorities which also provide such places under the present Mode B funding which covers their full costs, reckon they cannot make ends meet on the new formula.

Now their view appears to be confirmed by the MSC itself. In private discussions with the agencies they are talking of offering extra money for the small number of places for the disabled and the particularly disadvantaged.

YTS and the handicapped, page 10

Gwent without governors

by Biddy Passmore

Gwent schools will start the term next Monday with no governors because the county has failed to meet the deadline for setting up new governing bodies which comply with the 1980 Act.

It has been refused Government permission to set up a scheme involving the grouping of schools under a single governing body. And it now faces a scramble to find nearly 1,600 governors under an alternative scheme, part of which still awaits the Welsh Secretary's approval.

Under the 1980 Act, all state schools should by September 1 have their own governing bodies, although authorities are still free to group two primary schools in the same area under a single

governing body. Any other arrangement needs the approval of the Secretary of State.

Gwent submitted a last-minute scheme involving the grouping of individual comprehensive schools and their feeder primaries under a single body but it was turned down in July by Mr Nicholas Edwards, the Welsh Secretary, because it was out of line with the Act.

Now the authority plans to set up a separate governing body for each of its 31 comprehensives and for 84 pairs of primaries - a scheme which it can implement without the Welsh Secretary's permission.

But it still needs Welsh Office approval for the arrangements for the

84 remaining primary schools, which it wants to group in threes under 18 governing bodies.

"Clearly we won't have governing bodies on the first day of term," Mr Hugh Loudon, the director of education, said this week. "We need to appoint all the governors and we've got to arrange elections for the new parent and teacher governors required under the Act."

It would be "some time into the term" before all the schools would have governors, he added. Meanwhile, he expected that matters such as discipline which would normally be handled by governors would be referred to the county's education committee.

PEOPLE...

Mr Sydney Jones to be head of the Daresford Community Home with Education at Congleton.

Mr David Cassar to be principal of South Lodge residential special school in Baldock, Hertfordshire on the retirement of Mrs Jenny Gardner.

Miss Margaret Grubb to be head of the Linden Lodge school for the visually handicapped, Wimbledon Park.

The following appointments have been made to schools in H.E.A.: Mr David Marsh, deputy head of Hungerford Infants school, to be head of Grafton primary school, Holloway. Ms Hilary Camlin, consultant for mathematics teaching in primary schools in Greenwich, to be head of Lewisham Bridge primary school, Deptford. Mr William Dalton, deputy head of John Milton primary school, Stockwell, to be head of West Hill primary school, Wandsworth.

Mrs Elaine Dunford to be senior staff inspector for secondary education, H.E.A. on the retirement of Mr Derek Felsenstein.

Mr John Yates to be Cheshire county careers officer on the retirement of Mr Derek Mills. He was previously deputy county careers officer.

Mr Brian Stevens, Goldsmiths' Industrial Fellow, to be manager of Banking Information Service (Education and Careers) in succession to Mr Jim Feltham.

Mr Derek Twine to be Executive Commissioner - Programme and Training, the Scout Association, on the retirement of Mr Philip Crassey.

CONFERENCES...

September 19 "Two-year YTS from compulsion to confidence", an Education for Industrial Society conference for personnel directors, managing agents, scheme managers and those involved in the provision of the two-year Youth Training Scheme. The main speakers are Valerio Bayliss, John Fuller, Geoffrey Holland, and Peter Reay. Fee £80.50. Details Melanie George, Educational for Industrial Society, 48 Brynston Square, London W11 7LN.

September 28 "Micros in Weather Education" - a one-day conference organized by the Royal Meteorological Society at Chelsea College, University of London will include talks, information exchange and hands-on experience. All levels of education will be considered. Fee £7.50. Details from the Executive Secretary, RMS, James Glesher House, Granville Place, Bracknell, Berkshire RG12 1BX.

September 28 Campaign for the Advancement of State Education annual conference on "Parents in Education" at Exeter University. Speakers include Professor Ted Wragge, Professor Richard Pigg, Dr David Bull and John Salter. Details from John Marshall, 41 Old Tiverton Road, Exeter, Devon EX4 6NG.

September 30 - October 3 Welsh Rural Forum: a four-day conference on agriculture and landscape, rural economy, planning, national parks and recreation at Saint David's University College, Lampeter. Wales; of interest to planners.

New Group The Graduate Society for Psychologists and Counsellors

EVENTS...

October 7-27 Bristol Festival for Children aged 4 to 16 offers an introduction to arts and work with professional artists. The Children's Warehouse Theatre will give performances, workshops, and exhibitions emphasizing arts experimentation and participation.

October 15-16 Hands-on approach to computers, music, science, painting, sculpture, film animation and radio broadcasting are featured. Tickets at all events cost 50p (£1 for adults). Details from the Festival Office, Bristol Festival for Children, Colston House, Colston Street, Bristol BS1 5AQ. A teachers' guide is available from the Schools Liaison Officer, Barbara Day, at the same address.

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PUBLICATIONS...

held its inaugural meeting in Sala, Cheshire last month. It has three levels of membership: graduate, associate and student. A programme of workshops and seminars is under discussion and a regular newsletter will be published. Details from Barbara Mason, 11 Temple Chambers, Frodsham Street, Chester.

Enjoying the Arts and Crafts is a free guide to museums, galleries and country houses in the eastern region published by the Eastern Arts Association, 8/9 Bridge Street, Cambridge CB2 1UA.

Conversations with Strangers from the Adult Literacy and Basic Skills Unit offers students and tutors in adult education ideas about writing. Three sections deal with the process of writing, issues of language and the role of the tutor and themes and beginnings. Based on work with students and tutors, it includes many examples. It is available from the ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA price £3.70.

How to change a school's curriculum - If you really want to is a handbook for innovators by Norman Sears, head of Brumby comprehensive school, Scunthorpe. It is the fifth in a series of curriculum papers published by the School of Teacher Education, Humber College of Higher Education, Immingham Avenue, Hull HU6 7LU. Price £2.30 including postage.

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THE TIMES Educational Supplement SCOTLAND

20 Years of the TESS

This week the TESS carries a 16-page special feature on Scottish education in recognition of the 20th anniversary of the founding of the Scottish edition. What do Hume and Burns think now? Who could write that 20 years ago "I teach in an old lady school. I teach now in a comparatively new lady school"? How did the educational establishment greet the fledgling TESS?

Leader - 2 Anniversary pages 21-36

Association for the Advancement of Science. 8.9

Platform

Felicity Taylor suggests how governors can play a part in staff appointments. 4.

Turn it up

How a local radio station tunes in to its young listeners. 15

Books in class

History 19

Arts/Books

Poetry: Edward Neill on Yeats, Eliot and Auden; Hugh David on British Poetry Since 1945; Iael Stephen on contemporary women poets; Shirley Toulson on Elizabethan poetry 18-20, 37-39

Resources/Media

Artists in Derbyshire schools: an exhibition on *The Making of Modern London*; and a review of Radio 4's *Brahmavara*. 40-41

As Scotland counts the cost...

Twenty years ago the Scottish edition of *The TES* was founded, and to mark the anniversary a 16-page survey of education north of the border appears with this issue. The setting up of an Edinburgh editorial office in 1965 was recognition that the separate Scottish education system – as in the case of the church and the law a survivor from 1707 – was expanding, just like that of England and Wales. Not only were there more pupils and teachers, new colleges of education, four new universities about to be added to the ancient quartet, but also the system showed evidence of continuing to favour its home-grown institutions: as well as *The TES*, 1965 saw the founding of the General Teaching Council, a professional body which southerners still have not been able to replicate 20 years later.

The new education market north of the border could not be satisfied, it was felt, by the existing Scottish coverage in *The TES*. Only a separate edition could adequately report and comment on the affairs of a system whose structure (as well as scale) was so different from the English.

Since 1965 Scottish education has, of course, experienced the same expansion and contraction as that south of the border. Today it faces many of the same problems, not least a continuing teachers' dispute. Most schools in Scotland started the new session a fortnight ago, and already this week some have been closed for a day by strikes. With further disruption planned (including a national stoppage on September 11), extra-mural commitments banned by the main teacher unions, and work on curriculum development at a halt, it is difficult to see beyond the sad fact that at the beginning of a new year Scotland is putting up with what one union leader called "minimal education". The distinctive features of Scottish education and the innovations which were planned to enhance it seem to have little meaning.

In one sense the dispute north of the border has hit harder than that in the south as well as having gone on longer. It has for the time being put paid to the reform of the secondary curriculum and examinations which ought by now to have been in full swing. Following the Mann and Dunning reports of 1977 (see pages 24 and 25) the Government was intending in 1986 to begin replacing Ordinary grade exams with a form of assessment – Standard grade – intended to meet the needs of the whole ability range and not just the top 30-40 per cent. The two-year courses for 14-16-year-olds were being prepared and piloted when the pay dispute broke out.



Since, however, the courses were intentionally dependent on a great deal of effort by individual teachers to meet the needs of their individual pupils, the virtual absence of extra resources in terms of staff, free time or pay meant that teachers had a ready weapon in their pay campaign – no money, no curriculum work. As a result, the Secretary of State for Scotland had to accept that schools could not replace O grade by Standard grade for the first batch of four subjects in 1986. An initial one-year postponement has since become, in effect, a two-year postponement. That casts doubt on whether the reforming spirit can be rekindled once the dispute is solved. The majority of Scottish teachers are attracted to the principle of the new courses and exams, but it will take more than a grudgingly accepted pay settlement to restore individual commitment to their successful introduction.

The lead which Scotland had established in secondary school reform is thus in danger of being sacrificed. The country's ambitious plans for the 16-18-year-olds will also suffer since the flow from the Government's post-16 Action Plan flow from

those of Standard grade. For use in further education colleges, and to some extent in schools, there are now in existence well over 1,000 modular courses linked to a new National Certificate. The first hope is to break down the barriers between school and further education. The second hope is some day to bring together Action Plan courses and the Hagers, which are the principal requirement for entry to higher education.

In conception, if not in execution, the reforms do the Scots great credit. After the programmes for the 14 to 16-year-olds and the 16 to 18 there is in the offing a report on the 10 to 14s, which is expected to recommend ways of breaking down barriers between primary and secondary schools. The Scottish system – small, with a single examination board, centrally controlled by an education department containing a traditionally powerful inspectorate – lends itself to planning on a national scale. (The best example of this in the lifetime of the Scottish edition of *The TES* was the speedy adoption of a single model of comprehensive six-year secondaries.)

In such a system, however, when the links between the centre and the schools are broken, as they have been by the pay dispute, the consequences are particularly serious. Scottish teachers have enjoyed the local authorities' support in their demand for an independent pay review, if not in the strikes which have followed. Many councillors – Labour trade unionists or Tory farmers – are usually no friends of the teachers, but such is the animus of local government against the Secretary of State for his interference in their independence that the teachers' battle with New St Andrew's has become the local authorities' as well. On the same day as Sir Keith Joseph's pay offer south of the border, Mr George Younger came up with £50 million for Scottish teachers – that is, 10 per cent to be paid over four years from 1986-87 on top of annual awards. Not only the teachers reacted badly; the local authorities had themselves suggested a much more generous package to the Government.

There is no doubt that the Scottish teachers' pay campaign has become part of the argument between local and central government and a contributor to the war of words between the Tory minority (who happen to sit in New St Andrew's House) and the anti-Tory Scottish majority. In that climate, praiseworthy programmes for reform in the classroom are put in jeopardy, which must in the long term be to the detriment of Scotland's reputation for educational reform.

COMMENT

Slipping down the league

Can it possibly be right that modern Britain, a country faced with dire economic difficulties, dependent on developing the expertise and imagination to live by its wits in the post-industrial age, is starving scientific research and failing to maintain its capacity for original inquiry? Sir Hans Kornberg, president of the 1985 British Association, meeting this week in Glasgow, fired a broadside at the Government in general and Sir Keith Joseph as "minder" of the research councils in particular. Sir Hans quoted the European comparative statistics to show how Britain is sliding down the league tables – the combined effect of a real reduction in public expenditure on scientific activity which Sir Hans' predecessor as president of the BA, Sir Alistair Pilkington, put at about one third in five years.

The Government's argument – persuasively put by Sir Douglas Hague, chairman of the Economic and Social Research Council, has been to distinguish between research as investment and research as consumption. The investment component, the implication is, can be judged like any other investment. Effort can be pointed in the direction of economically useful applications and the scientists' product can then be evaluated along with other

investment returns. Research as consumption, on the other hand, can be supported to the extent that it can be afforded. It becomes a kind of intellectual consumer good, on a par with cultural goods like Covent Garden and the arts.

Sir Hans met these arguments in part by joining them – that is, by arguing that many forms of research which Treasury civil servants would regard as "pure" and a bad investment, lay the foundations of later wealth-generation. If you cannot with any certainty distinguish between research as investment and research as consumption – except, retrospectively – it is a flimsy formula on which to build national policy.

Behind the logic-chopping there is the common sense: that with three million unemployed Britain ought to expand its higher education apparatus, and research along with teaching. There certainly is a need to improve the development of original research and its exploitation for economic advantage, but that is another matter. The trouble with the present restrictive context within which policy has to be made is that it encourages the absurd notion that civil servants and scientific politicians know how to spot the winners. Unfortunately, they don't. What they can do, however, is shut down and discourage and promote a brain drain. The only area where Britain leads its European competitors in the field of research is in defence-related projects, much of which is bedged around with secrecy. There

Thread will run and run

Between now and Christmas, Brent will decide whether to back the proposal for aided status for the Islamia school (story page 5), whose benefactor is Yusuf Islam. If Brent backs the scheme, the Secretary of State will have to decide whether to allow it to go ahead.

The DES would have to be satisfied that a genuine demand for such a school exists and that it could provide secular instruction in a form and to a standard that was adequate. No doubt the Secretary of State would also be concerned about the social consequences of setting up a school which is drawn exclusively (or almost exclusively) from the Asian community, but he would be conscious that his decision might well be subject to judicial review and any suggestions that the Asian community or the Muslims were being unfairly treated would be hammered by the Courts.

The religious character of a school would not relieve the organizers from satisfying DES curriculum requirements, nor yet the equal opportunities legislation. But so long as the goal

posts are those set down by the 1944 Education Act (with Roman Catholics, Anglicans and Jews in mind) it would be quite intolerable to discriminate against the Muslims by setting up new hurdles for them to clear. On the other hand, it would certainly be widely regretted if the voluntary schools clauses of the Act, written in very different circumstances, were used as a means of increasing the isolation and "separateness" of particular groups.

These clauses of the 1944 Act are undoubtedly ripe for revision. The time has come to look again at ways of meeting legitimate educational requirements of religious groups within the maintained system without necessarily conceding to every minority the right to establish its own schools at the public expense. Such a review would have to reopen some hoary old arguments. The churches are much less powerful than they were in 1944, let alone in 1902, but even so, what Government wants to tangle with them, and with the ethnic minority groups, at one and the same time?

It could be that these issues might strengthen the Government's privatising instincts. The way to make it easier for minority groups – including those linked by an educational philosophy rather than a religious one – could be through some latter day direct grant or by giving tax relief for school fees. Such questions go far beyond Brent's immediate policy debate, but this particular thread is liable to unravel the whole jumper.

Getting the worst of all worlds

As the last campers fold their tents and steal away, the last caravans up their stadies and drive home, the last holiday-makers return from their travels: the schools are nearly back in business and another term looms.

The *rentes* is something no British visitor to continental Europe is able to ignore. The shops are full of it – far more than here. Department stores feature the clothes and the clothes which the smart child will be wearing this year. It may be the same clothes, the same clothes as last year and next, but why worry – it's a seasonal promotion which signals a new beginning?

The advertisements fill the provincial newspapers with special offers and guilt-inducing reminders of the lengths to which caring (or, at any rate, suggestible parents) will go to prepare their young to do battle with their books.

Books are, of course, the very key to a lot of it – think of all those slightly dated queues in the books-cum-stationery shops, buying their prescribed texts and their files and enormous quantities of lined paper, to put in the vast satchels, into whose harness the smallest juniors are expected to climb daily. Strapped to juvenile backs like a soldier's pack, or carried like bulging brief-cases, hauled along with frequent pauses to draw breath and change hands, this scholastic impedimenta seems symbolic of the subjection of childhood to an adult weight of learning.

In most countries, parents have to buy the books and much of the stationery – at any rate in the secondary schools – and the educators expect to be able to lay down their requirements. Pupils own their books so the complaints which are frequently voiced here of books being handed out at the beginning of the lesson and not allowed to be taken home, do not arise. Of course, there must be other complaints – children whose parents won't or can't afford to kit their children out – and a variety of improvised answers to their problems. The traditional arguments abound: it is said, for instance, that pupils look after their books better if they have to buy them themselves, and that, in practice, parents are quite prepared to have these demands laid upon them because they have never known it otherwise.

Britain now seems to be getting used to one of those compromises which, far from getting the best of both worlds, incorporate the national characteristic of drifting from bad to worse without seriously considering the consequences. School-by-school fund raising, mixed with inadequate central funding, seems a formula calculated to multiply local difficulties. It might even be better to go the whole hog and place the burden, formally, on the parents, and then use public resources to sort out the anomalies as they arise.

What is quite clear is that the present arrangements are unsatisfactory and remediable. The present mess is neither necessary because we are too poor to do any better, nor yet bearable as a temporary state of affairs because we can see a light at the end of the tunnel. It is time that we stopped accepting, fatalistically, the needless shortage of basic educational resources.

no comment

"Oxford life is totally unstructured really and that was very difficult to come to terms with at first, especially after Eton where there isn't a minute that isn't ordered. I think that a lot of people who have been to public school are used to that and find it hard to adjust, whereas people from state schools have always worked hard by themselves maybe to make up for less good teaching, so they just carry on doing that."

From a *Life In The Day Of* by Lord Althorp, *Sunday Times Magazine*, August 18.

CEOs unhappy with 5.6%

by Mike Durham

Chief education officers and their deputies have accepted a phased pay deal which will give them an immediate 5 per cent rise, with the promise of further increases next April.

The "end-loaded" agreement will add about 5.6 per cent to the salary bill in the 1985/86 financial year, and is equivalent to 7.4 per cent in a full year. Officers will receive 5 per cent backdated to July 1, with further increases from April 1986 of between 1 and 4.2 per cent on the pre-July salary according to the size of their authority.

The salary of a CEO in the smallest L.e.a. will increase from £17,790 to £18,681 immediately, rising to £18,999 next April. In a middle range authority with a 400,000 population the salary will rise from £23,388 to £24,558, and £25,281 in April.

In the largest authorities, with a population of more than 1.7 million, chief officers' pay will increase from £27,846 to £29,208, rising in April to £30,408.

Other points in the agreement include improved inner and outer London weighting, a promise by local authority employers to consider performance-related pay, and a review of authorities' implementation of last year's award.

The agreement makes no reference to payment for working anti-social hours, including attendance at evening meetings, which was one element of the officers' claim.

The officers' side had put in a pay claim of 7 per cent, together with a "catching-up" factor of an additional 7 per cent. The cost of the final deal is

similar to the agreement reached with other local authority white-collar workers.

Mr David Such, a spokesman for the officers' side in the pay talks, said he was disappointed with the level of the award, particularly the employers' refusal to consider the "catching-up" element.

He said: "I am not over the moon about this. I cannot anticipate what the claim will be next year, but we shall certainly be asking for a catching-up factor in the future."

The Federation of Managerial and Professional Officers' Unions (FMPPOU), which represents local authority chiefs, is to survey members' working hours, payments for unsocial duties, and fringe benefits in time for next year's claim.

Action spreads to all l.e.a.s

No local authority will be allowed to escape a dramatic escalation of industrial action announced by the teaching unions this week. The system of "exemption" for sympathetic L.e.a.s has been abandoned.

The NUT is stepping up its campaign with a series of half-day and "guerrilla" strikes as well as continuing its programme of three-day strikes in selected L.e.a.s.

Development work of the GCSE and other curriculum initiatives is to be stopped. At the same time, "go cover" sanctions are to be significantly tightened.

The NUT says it is now calling on teachers to do no more than teach classes and carry out the preparation and marking for those lessons.

Mr Fred Jarvis, general secretary, said the Union was entering a new school year for the first time taking industrial action. He added there was "no alternative but to continue" in the light of the Government and L.e.a.s' attitude.

The Union's action plan is for:
□ Half-day strikes on a regional or divisional basis in the next three weeks so that teachers can attend rallies.
□ Local strikes in Blackpool, Torquay, and Bournemouth to coincide with TUC and party conferences.
□ Short-term guerrilla strikes in diffi-

rent areas on top of continuing three-day strikes. The guerrilla action could involve selected teachers, whole schools, or whole areas.

□ An immediate ban on co-operation with the GCSE, CPVE, AS levels and other curriculum developments, including projects funded by the Education Support Grant. The NUT is to meet leaders of the National Association of Schoolmasters/Union of Women Teachers in the next few days to co-ordinate action on this issue.

□ An extension of the "no cover" ban to include immediate action on the first day of absences. Local ballots are to be held on the issue.

Teachers are being advised to co-operate with examination resits this term, including invigilating and marking papers. But teachers will not cover invigilation.

The National Association of Schoolmasters/Union of Women Teachers has also announced that it will hit 104 L.e.a.s. from October 1. Selective strikes will start in 20 L.e.a.s. next week.

In the past, the NAS/UTW's guerrilla strikes have never affected more than 40 authorities at a time. Members are also being asked to continue their ban on lunchtime supervision and out-of-school activities.

□ Tough sanctions against the new GCSE examination are outlined in an industrial action ballot form sent out

this week by the Assistant Masters and Mistresses Association.

□ Scottish local education authority leaders yesterday presented the teaching unions with the most radical pay and conditions package they have received in years, writes Neil Munro.

The offer, which is said to be worth an extra 15 per cent over three years, involves:
□ Abandoning the separate pay scales for primary and secondary teachers in favour of a single single column which would mean the top secondary head sitting on the top of the scale;
□ Aligning the single scale with the shorter Lecturer B scale in further education which would give some unpromoted teachers up to £1,000 more on their maximum; and
□ A controversial and complex additional calculation of teachers' contractual hours.

Primary teachers would stand to gain considerably and would no longer be regarded, at least for salary purposes, as less important than secondary teachers – although their school week would have to be increased from 25 hours to 27½ hours.

But although the education authorities' offer is double that of the Secretary of State's – averaging 5 per cent a year over three years compared with the Government's 2 per cent over four years – the unions will reject it, at least at this stage.

16-plus books may cost an extra £30m

by Susannah Kirkman

Educational publishers have warned Sir Keith Joseph that at least £30 million must be found to buy textbooks for the new GCSE exam.

Sir Keith has been asked either to make specific grants for new books, or to allow local authorities to spend the extra money without incurring penalties. According to the publishers, most existing textbooks will become obsolete because of radical changes in the new 16-plus exam, which is to be introduced next September.

"The old books will not do for the exam's integrated approach and the changed emphasis in syllabuses," said Mr John Davies, director of the Educational Publishers' Council.

The change from norm-referencing, where candidates are measured against their peers, to criterion-referencing, where absolute standards apply, would completely alter the way books were put together, Mr Davies said.

Buying a single textbook for each of the predicted six and a half million GCSE candidates would cost £31.7 million at an average price of £4.95 million, the educational publishers have calculated.

The first exams are due to take place in the summer of 1988, but the introduction of GCSE may be threatened by teachers' industrial action in support of their pay claim.

Warnock advocates move toward 'graded testing'

by Biddy Passmore

Secondary pupils should be grouped by age for social, pastoral and advisory purposes but should mix with pupils of other ages for their work, according to Lady Warnock, Mistress of Girton College, Cambridge.

"This would be the result of a radical reform of the examination system which she proposes in *The Illustrated London News*.

"Instead of great blocks of examinations at 16 and 18," she writes, "we need a series of graded tests set to represent roughly a year's work, in both practical and theoretical subjects, to be taken by anyone when he is ready."

Pupils could take tests long after leaving school, she suggests, but every pupil would leave school with some recorded successes to their name.

"The high-fliers, bound for university, would have grade 8 theoretical physics with distinction, as well as perhaps grade 5 flute-playing and grade 3 spoken German. Others might

leave with a number of practical grades only, or combined with, say, grade 1 written English."

The changes would greatly improve motivation and discipline, Lady Warnock believes.

Her views are set out in an extended feature on the state of education in next month's issue of the magazine. Introducing the feature, Mr Stuart Macleure, editor of the *TES*, says the glaring weaknesses of the English educational system are still its narrow base, its social bias and its mixed quality.

In an article on primary education, Professor Ted Wragg of Exeter University says primary schools have suffered from the backlash against the progressive thinking of the 1960s. But, with the end of falling rolls, the high quality of the new intake of teachers and the growing maturity of the teaching force, he finds that prospects now look brighter.

Council ban on Kinnock

Sir John Burgh, director-general of the British Council, has stepped in to prevent council staff members from inviting the Opposition leader, Mr Neil Kinnock, and the president of the Anti-Apartheid Movement, Bishop Trevor Huddleston, to the council to discuss its policy towards South Africa, *Hilary John writes*.

Sir John said the meeting would be "bound to result in wide-ranging speeches and discussion of policies

Britain should adopt towards South Africa... it will inevitably be in the nature of a political meeting." Because of that it could not be held on British Council premises.

Ms Teresa Harvey, who chairs the trade union side, an amalgamation of the five Civil Service unions, said the ban was a direct result of the director-general's nervousness about his relations with Whitehall. The meeting is now planned for another venue.



James Pailing

AEO refused meeting on Pailing case

The Association of Education Officers has been refused a meeting by Newham Council to discuss the implications of the James Pailing case.

Mr Pailing is to leave his post as CEO in the East London borough following differences with the ruling Labour group. He is to receive a settlement of around £50,000.

The AEO officers will meet next month to discuss what further action to take. One possibility is that the post of Newham CEO could be "blackened".

The association wrote to the council asking for the meeting following Mr Pailing's resignation.

Mr Duncan Graham, AEO chairman, said the request was to discuss and leave the case of Mr Pailing himself, which has been settled, and the broad issues arising from it.

Mr Pailing's job has not been advertised and there are no plans to do so until after he has left on September 30. His deputy Mr Andrew Lockhart will take over as acting CEO until a successor is appointed.

Mr Pailing has been invited to submit written and oral evidence to the Whitcombe inquiry into local government practice and ethics. The committee of inquiry is to report by next February.

In brief

Covenant pledge

The Government will act to protect the benefit entitlement of students who are receiving income from their parents under covenant, Mr Anthony Newton, the social security minister, has announced.

Mr Newton decided that a change in the rules was needed after the DfSS office in Oxford Street slashed the holiday benefits of some students with covenants from £28 a week to virtually nothing. The local office took the rules to mean that a covenant, unlike a grant, covered the full 52-week year, and should therefore be taken into account when assessing a student's income during the summer holidays.

But the minister said the Government had never intended covenant-holders to be penalized and would act as soon as possible to amend the regulations. Meanwhile, the students affected are to have their benefit restored to the full level.

Recent Government figures showed that nearly 200,000 students had covenants.

Court move

Bolton Council is being taken to the High Court over a ban on discretionary maintenance grants to postgraduate students. The education committee decided to stop this type of award because of pressures of cuts in its budget on statutory mainstream schools and colleges. A graduate law student is taking High Court action as he was not satisfied with the way his grant application was dealt with.

INDEX launched

A database to stimulate innovation and to help teachers exchange ideas has been set up by the ILEA. The Innovation and Development Exchange, (INDEX), aims to "break the radio silence" which exists between different schools and teachers.

A new system which put schools in touch with each other was recomended in the Hargreaves Report, *Improving Secondary Schools*, which said that many schemes were duplicated and teachers' efforts wasted. INDEX will be launched early next term, when user guides will be sent to ILEA schools.

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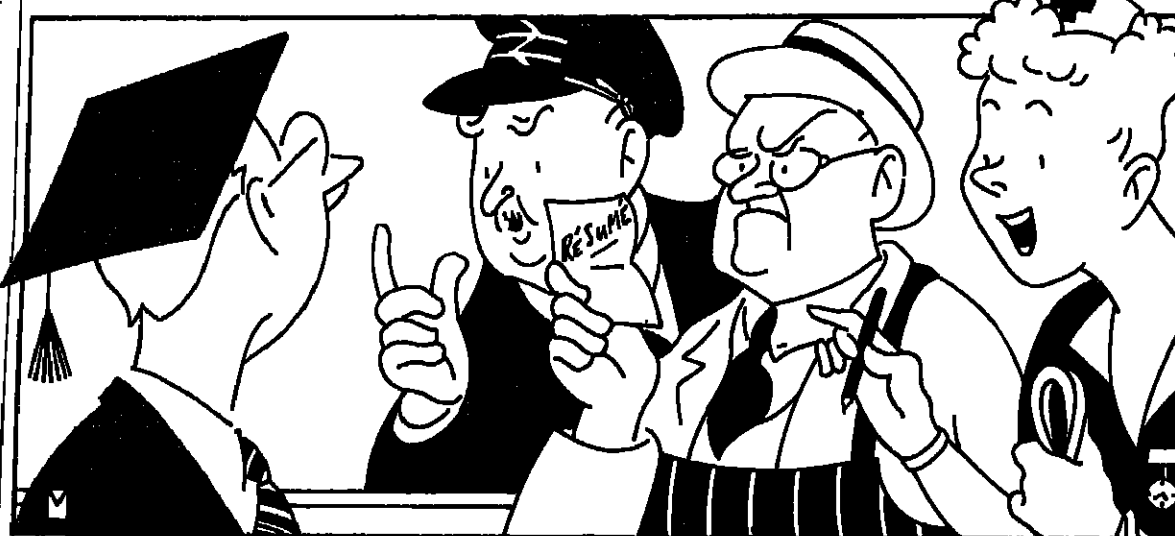
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Power points

Next week the last phase of the 1980 Education Act comes into effect: every school will be required to have its own governing body, and parents and teachers will have the right to elect their own representatives on to it. Felicity Taylor puts the case for the new governors' role in staff appointments, and suggests how they ought to go about it



Realistically, the head's voice will always be one of the strongest and most powerful in taking any decision, unless you are pre-supposing a situation where the governors are at loggerheads with the head, in which case a quarrel over an appointment is a symptom of a serious disease that needs to be tackled, not passed over. Opponents of governor participation often base their objections on the notion that it is presumptions of "lay" people to make judgements about professionals. Leaving aside the probability that some of these "lay" persons

may have very much more experience of hiring and firing in their own business life than most teachers, this is a very common misconception about the role of the lay governors. They are not there just to assess teaching skills, but to give a more detached view about all-round suitability for a particular post, from the point of view of the consumer.

Some would claim that professionalism accompanied by a wider perspective is exactly what the l.e.a. officers can provide, and that therefore appointments should be centralized and under their sole charge. But no officer, however conscientious, can know every school as well as those directly concerned. The l.e.a. adviser should have a central role in providing professional knowledge and support for the governing body; but advisers can play favourites too; and may even be tempted to put the interests of the l.e.a. above those of an individual school by offloading one of their problems, particularly in these days of retrenching and redeployment.

Objections about knowledge of and commitment to the individual school can also be made to those other lay participants in educational administration, the councillors. They cannot know the schools in their area well enough or have the time to take these intimate decisions for them all. And I seem to remember a NUT survey some years ago, which pointed to the alarming nepotism that went on in some parts of Wales where all the appointments were done by councillors.

L.e.a.-appointed governors are there to represent those who bear the political responsibility for local schools, and they have a duty to monitor how their policy is carried out. Giving them the sole power to appoint staff is unacceptable hazardous.

So in an ideal appointments system, the adviser supplies the objective professional input and the assurance that candidates have the requisite qualifications and experience to make a shot at the job. The l.e.a. governors contri-

bute their knowledge of l.e.a. policy and other schools. The head and staff governors judge suitability as a colleague, and the parent and pupil representatives look at the candidates according to their perception of the school's needs. Can anyone honestly say that this is less likely to produce good appointments than when one faction has the sole responsibility?

Certainly, the research of the POST (Project on the Selection of Secondary School Headteachers: Open University 1984). One was of the lack of any systematic technical assessment of the candidates' professional skills, and the other, closely related to the first, was the reliance by all concerned on intuition and unstructured interview rather than on a standardized approach that could at least attempt to treat all candidates in the same way. Preparation and documentation were found to be sadly deficient: no proper job description; inadequate details about the school; coded references that depend on cracking the code; arbitrary decisions on short listing based on outdated stereotypes and personal prejudices; ignorance of good practice elsewhere; and most significantly, the lack of any systematic appraisal for promotion - none of which will be unfamiliar to anyone with any experience of appointments.

The POST team had some interesting recommendations about how these deficiencies could be remedied, and their report ought to be required reading for governors and officers alike.

Three key measures recommended were: *analogous tests* - the case study approach - which sound more fun than the average interview for tester and tested though very time-consuming; *regular appraisal and in-service training* for senior staff, with which no one could disagree; and *peer group assessment*. This last might be counterproductive, as governors might well hold controversial opinions about the peers doing the assessing. POST also stressed the need for training for selectors, which the National Association of Governors and Managers would heartily endorse. Over 45 per cent of l.e.a.s., according to our most recent survey, provide no training of any kind for governors and the association will be launching our own regional training programme in the autumn.

Some authorities do tackle the problem. Cambridgeshire, for instance, has produced a set of notes for the organizers of governors' training sessions on interviewing that includes no less than 50 questions governors might want to consider - all very pertinent to the issues of the candidate's class teaching style, the candidate's ability to get on with others, and the candidate's leadership potential.

NAGM recommends an appointments procedure that begins long before the day of the interview.

- 1 A discussion about the demands of the post and the qualities needed to meet them should be held if possible before the post is advertised.
- 2 Governors should be represented in the shortlisting process along with the head and adviser.
- 3 It should be standard for candidates to visit the school before the interview.
- 4 Details of the post should be circulated well in advance.
- 5 On the day of the interview there should be time for a recapitulation of the post's requirements.
- 6 Governors may need help in acquiring the knack of asking questions that do not tell the candidate the right answer. "Should parents be allowed into schools?" is a question less likely to elicit helpful information than: "In what ways have parents contributed to the life of your present school?"
- 7 A certain amount of planning is helpful, but a rigid format can stultify discussion and miss opportunities for assessing the candidate's true potential.

Even this brief summary points up many differences from what is often the reality, as the closing date for resignations draws near and governors are hastily summoned for an appointment to fill a vacancy they knew nothing about, when the forms are laid round the table 10 minutes before the first candidate is due to arrive and the adviser can only spare an hour and a half because there are three more appointments that day. However short the time, the preliminary discussion must take place if there is to be any point in interviewing at all. Otherwise you might just as well draw the name out of a hat.

An appointment is a beginning, not an end in itself. One of the most controversial sequels to the POST report was the Secretary of State's proposal that newly appointed heads should undergo a period of probation. Professionals not unreasonably asked why governors should be exempt from any assessment and evaluation of their actions. The questions "What did we achieve? How far have we achieved it? What are the reasons for any failure?" ought to figure more prominently on the governors' agenda.

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Brent may have Britain's first voluntary aided Islamic primary. David Lister reports

Muslims may soon get their own school



The recent Swann report came out against the idea of Muslim schools.

Brent Council will decide this autumn whether to ask Sir Keith Joseph to grant voluntary aided status to a small Muslim primary school in the borough. If he agrees, the Islamia private school in Brondesbury Park will become the first voluntary aided Islamic school in the country. There are about 20 other Muslim private schools and other applications will be sure to follow.

The council has said that it will make a recommendation to Sir Keith if an officers' investigation shows that the school fulfils all the requirements for voluntary aided status. Council leader Bob Lacey is known to be in favour of the idea, and education officers are understood to be unlikely to raise any educational objections.

Elements in Britain's one and a half million strong Muslim community have long complained that they are the only large religious grouping not to have voluntary aided schools. There are a large number of Church of England and Roman Catholic schools, and a few Jewish schools.

Although Sir Keith will find it hard on logical and legal grounds to resist a formal application for a voluntary aided Muslim school, many educationists and politicians will be uneasy about an increase in religious schools.

Islamic schools would insist on boys and girls being educated separately at secondary level. They would also rule out sex education, teaching about evolution and invest other subjects with an Islamic flavour. History, for example, would include Muslim topics.

The treatment of girls, in particular, would be in line of some educationists, not be in line with current thinking on equal opportunities. There would be fears too that standards of English might suffer in schools where large numbers of pupils come from homes where English was not spoken.

At the Islamia school in Brent, 20 per cent of time is given over to religious education including study of the Koran and learning about the lives

of the prophets. The only foreign language taught is Arabic.

The driving force behind the Islamia school's campaign for voluntary aided status is the school's patron, former pop star Sir Stevens, now the Muslim education activist Yusuf Islam.

"We want our children to be brought up with a basic knowledge of Islam while at the same time receiving a standard education and enjoying a facility which has been enjoyed by Christians and Jews for 40 years," he said. "At the moment it's difficult for a Muslim parent to get the kind of education in the state system that Islam requires."

"The biggest concern of most parents is for the girls. We place tremendous importance on the position of women and the protection of women. Most Muslims in this country want separate secondary schools for boys and girls," he said.

However, the likelihood that Muslim schools would be overwhelmingly for pupils of Asian origin was one of the reasons why the idea of Muslim schools was rejected by the then Conservative Council in Brent two years ago when the Muslim Parents Association wanted to buy five schools.

Norman Roper, assistant education officer in Bradford, where 16,000 out of the 85,000 schoolchildren are Muslim, said: "Muslim voluntary aided schools would have been totally Asian schools. Employment prospects would not have been helped at all. It had been felt that the standard of English was not as high as it could be."

In Bradford, though, the council has made changes in its state schools as concessions to the Muslims. Halal

Muslim schools would separate boys and girls, rule out sex education, teaching of evolution and give subjects an Islamic flavour

meat is served, PE and swimming are done in single sex groups, girls are allowed to wear trousers to school and track suits for PE, rooms are set aside at lunchtimes for prayers and a new religious education syllabus has been brought in which teaches about all the major religions.

The recent Swann report on multi-ethnic education came out against the

idea of Muslim schools, although a minority on the committee did favour the idea. And the Commission for Racial Equality, which will discuss the issue next month, is not particularly happy about the prospect.

CRE chairman Mr Peter Newsam, former education officer of the inner London authority, commented: "We're not against separate schools as such. The general view is that, if people can manage in the ordinary school, it probably leads to them getting on better together. The evidence is that if you separate people out they become a focus of hostility."

This week the Socialist Educational Association wrote to the Brent director of education expressing concern about the possible establishment of a Muslim school, pointing out that it was against the proposals of the Swann committee.

The Department of Education has been unwilling in recent years to increase the proportion of voluntary aided schools. Nationally about 15 per cent of pupils are in denominational schools. But proportions can be much higher in specific areas. In West London for example, 40 per cent of primary school places are in voluntary aided schools.

A voluntary aided school receives 85 per cent of its capital costs from the local authority which also pays all the teachers' salaries. The particular religious group involved would appoint two thirds of the governors giving it a vital say in the shape of the curriculum and recruitment of staff.

A bid by a Muslim sect to set up a voluntary aided school in Bailey was last week rejected by Kirklees schools' subcommittee, *Ben Lodge writes*.

The Ahmaddiya Muslim Association UK applied to take over a junior and infant school building left vacant when the school moved to other premises. But, after considering reports from a working party, the subcommittee, meeting in Huddersfield on Tuesday, decided not to support the application.

They ruled that the catchment area already had sufficient school places, that the Ahmaddiya community in the district was relatively small and was mainly in Huddersfield anyway, eight miles away from the school. This would mean excessive travelling time for young children.

The application was met with resentment from what is regarded as the orthodox Muslim community, which submitted several petitions and a letter of protest to the council.

A meeting in Bailey attended by over 1,000 Muslims was told by their leaders that the Ahmaddiya was not a genuine Muslim sect and had been declared non-Muslim by the Pakistani government in 1974. The letter of protest called on Kirklees to reject the application and to refer to the sect as a non-Muslim minority in all council documents.

Mr Ahmad Lumat, a local Muslim community leader, said this week he could not understand why the sect wanted to establish a school in Bailey. "Only three families in the district are practising members. But this sect is continuously trying to confuse genuine Muslims by keeping Muslim names, prayers and other Islamic activities."

No member of the Ahmaddiya sect was available for comment.

PRIMARY

Worth of 'reading age' concept questioned

by Sarah Bayliss

Doubt is cast on the usefulness of the concept of "reading age" in the September edition of *Child Education* magazine.

According to Elaine Goddard-Tame, the concept is still widely used by teachers in assessing a child's reading performance although it is 10 years since the Bullock Report said it had limited practical value.

Ms Goddard-Tame, who lectures at Worcester College of Higher Education, says it should only be used as a rough indicator in deciding what level of books and written material a child could cope with. "However, its use stops there".

She says reading ages can vary enormously depending on which test is administered. They should not, therefore, be used to group children in terms of general ability, nor should they be used for screening children for special needs.

A reading age is of little use in monitoring children's progress because test scores are not evenly spread throughout different ages. "It may be more difficult for a child to progress from a reading age of 6.3 to 6.9 than from 9 to 10," she has, in fact, found this always so.

She goes on: "Furthermore, one can only assume that a reading age of, say, 7.3 implies knowledge of particular sounds and words. This is not enough



Reading ages can vary enormously depending on which test is administered.

basis on which to teach."

The author describes an experiment in which two groups of children were given different reading courses to follow. At the end of the schemes their reading ages were compared. The first showed an average reading improvement of a few months while the second showed little, if any, improvement in terms of reading age and a number of children, according to test scores, had worsened.

However, when other measures were taken the picture was very different. "The second group appeared to be much more confident, to be enjoying books more, to be talking about the books and to have achieved improvements in fluency."

Strathclyde sets up pre-5s' unit

by Sarah Bayliss and Nell Munro

idea founded on a point of law.

At the first meeting of the pre-fives committee a fortnight ago councillors faced an agenda full of legal, procedural and professional wranglings.

It was revealed that an agreement with town hall unions would require 24 of the new 25 jobs to be filled by administrative staff rather than people with teaching experience. That issue will have to be renegotiated.

The Educational Institute of Scotland, the largest teachers' union, has also expressed its anxiety. One fear is that educational objectives will be "watered down" with social work concerns. Some nursery schools in the more prosperous parts of the region are also worried that funds may be transferred to more deprived areas.

The long-term aim is to increase the existing provision of 199 nursery schools or classes and 45 day nurseries so that every child has a place if their parents want it.

Flexible hours and parental involvement are other key aspects of the plan. In the short term, members of the ruling Labour group also see the new structure as a step towards protecting non-statutory services for young children from future spending cuts.

"In the present financial climate there's a tendency to go for the soft underbelly - the non-statutory things," said Mr George Bain, a deputy director at Strathclyde who is overseeing the venture. "Members want to protect the pre-fives from this kind of treatment."

The unit has a committee of councillors which is technically a sub-committee of the education committee. Originally, the Labour group intended to set up a fully-fledged committee but this

needs of parents and children, and then to devise local plans. A lot of the groundwork had already been done by more than 50 "link" groups - local panels of people interested in the under-fives.

South of the border, Leeds education authority has one of the best-developed policies for under-fives.

Five years ago a nursery committee was set up as a main committee of the council, reporting directly to the policy and resources committee, rather than education or social services.

It oversees all services for under-fives, including support service for childminders and grants to voluntary bodies as well as day nurseries, nursery schools and classes.

According to Doreen Hamilton, the founding chairman, there was a positive decision to make it a joint effort between the two departments rather than the territory of one or the other.

As a result, no separate under-fives administration was set up and the committee is served by officers from social services and education. One liaison officer acts as a co-ordinator.

She said the committee's policy was to look at the needs of local areas and to weigh up what families and individual children needed. Teams of peripatetic teachers had been welcomed into day nurseries and social workers involved with families now had strong links with nursery schools and classes.

The committee has seen nine new day nurseries open since 1980 - doubling the number of places available. There has also been a big increase in the provision of nursery classes in primary schools - roughly half the schools now have nursery places.

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Mr Ronald Young, chairman of the pre-fives committee, dismisses these reactions as "outrageous misrepresentation". He is secretary of Strathclyde's Labour group and his new chairmanship is an indication of the value the party places on the integration policy. In education he is a controversial figure, known for his outspoken criticisms of what he sees as an institutional system. His interest in the past has focused on community and adult education.

Mr Bain told *The TES* that the first major task was to review existing provision, to assess whether it met the

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Kent plan for micro management

by Mike Durham

A major shake-up of the education department in Kent is expected to lead to a reduction in the number of divisional education offices and greater use of new technology.

The l.e.a. has commissioned accountants Price Waterhouse Associates to carry out a £200,000 budget management review. It will aim to implement policies already agreed in principle by officers, members and unions.

The final stage of the review, which began last month, is expected to lead

to the disappearance of the county's 14 divisional offices and their replacement with about six area offices.

The use of new technologies, including microcomputers, will be developed to assist financial management. At present the county has manual systems to manage a £350 million education budget, with 220,000 school pupils and 13,000 teachers.

Eventually the bigger area offices will be given more delegated authority to manage their budgets. The consultants are expected to complete their work in November.

One unusual aspect of the review is that council staff, including officers from the education department, have been seconded on to the review team to work alongside Price Waterhouse's own experts.

● Berkshire l.e.a. has commissioned management consultants Coopers and Lybrand to carry out a review of the county's finances for all services, including education. The £100,000 study will identify options for savings and greater efficiency. It will report in the autumn.

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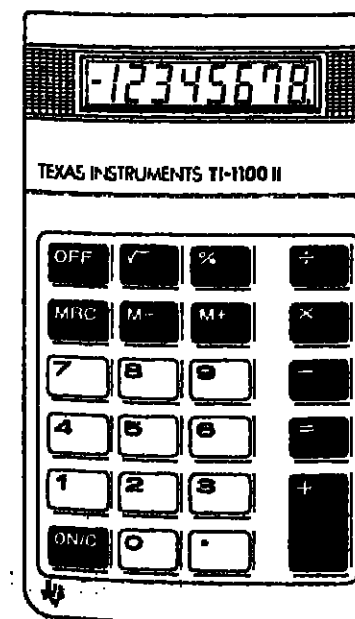
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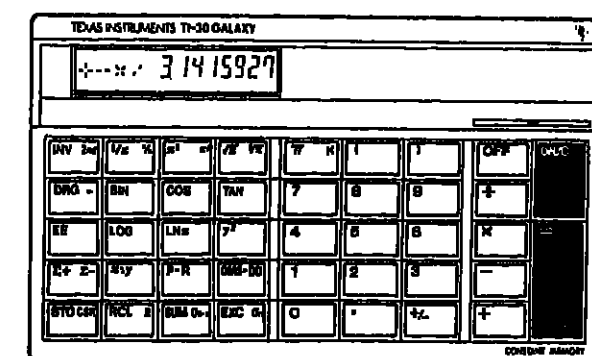
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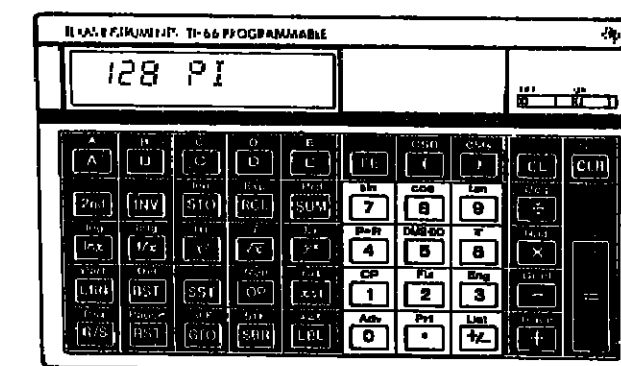
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TEXAS INSTRUMENTS

Creating useful products and services for you.

Helen Glanville looks at the experiences of handicapped youngsters on the YTS

Giving hope to the Cinderella kids

Terry is deaf. His handicap impairs his speech and he is not likely to find a permanent job. But he is better off than many disabled youngsters.

Three years after completing a spell on the Youth Training Scheme he has found temporary work on a community scheme making toys for hearing-impaired children.

In Coventry, where Terry spent a year learning woodwork on a YTS project, almost 9 out of 10 disabled youngsters fail to find jobs by the end of their training. Many will never work and the best they can hope for are the occasional odd-jobs and projects.

There are special provisions for the disabled on YTS. They can, for instance, take part on the scheme at any time between the ages of 16 and 21, and after negotiation may remain there for a further six months. The Manpower Services Commission also loans equipment to cater for the special needs of disabled trainees.

Nevertheless, regional careers officers and societies for the disabled still feel such youngsters suffer very great handicaps when competing in the job market. "The YTS is just the first step to nothing", says one careers officer.

Whereas most school-leavers are given a place on the preferred Mode A (employer-based) YTS, most disabled trainees are on Mode B (course-based) schemes. Less than 40 per cent of handicapped trainees find work by the end of their training, compared with 60 per cent of all YTS youngsters.

The worst-off appear to be those classified educationally as subnormal who have traditionally found work on production lines and in catering. Paul Taylor, who runs a YTS in Putney for youngsters with IQs of 50-75, finds



On the level: woodwork instructor Paul Taylor sees how a deaf student measures up.

that the jobs his trainees are capable of doing are increasingly being filled by GCE qualified school-leavers.

"Our kids are the Cinderella group at the bottom of the employment pile. When jobs become scarce they are pushed out of the bottom of the labour market".

Consequently, Paul directs the YTS away from the traditional vocational subjects. The 30 ESN youngsters learn a range of general skills including the 3Rs, cooking, gardening and sewing. "We try to teach them life skills," says Paul, "which will enable them to do odd jobs and to cope with enforced leisure time". Many of his trainees do household chores for the physically disabled.

In some ways, trainees at the Putney workshop are fortunate. Wandsworth is one of the 24 authorities in the country with an officer from Pathway (the employment branch of Mencap) who works in parallel with the counsellor's specialist careers officer looking for suitable work. Moreover, the workshop has established links with several employers unusually sympathetic to the ESN trainees. Most of the youngsters who do find "open

employment" work either for Sainsbury's or for Lambeth or Wandsworth councils.

The Putney workshop is also one of the very few specialist YTS projects for the disabled. Such schemes contradict mainstream MSC policy for the disabled, which is to integrate them as fully as possible into normal YTS; to teach them "the rough and tumble of ordinary working life".

On the other hand, societies for the disabled believe that in instances of severe handicap, the trainee is best catered for in a set-up designed specifically to deal with their needs. Terry is a case in point. His year on a Top Shop YTS was an extremely lonely one. He was the only handicapped trainee on the course and, deprived of an interpreter, was unable to communicate with his fellows and follow detailed instruction.

"The support given to deaf trainees on YTS is appalling," said Gordon Mitchell, education officer for the Royal National Institute for the Deaf. "Deafness is a subtle handicap which impedes learning and character development. Few managing agents really seem to understand this. At the

very least, he believes deaf trainees need interpreters at key points in their training. Interpreters cost £50 a day. To combat these difficulties the RNID set up a YTS in North London for profoundly deaf trainees. But in giving specialized attention to the youngsters the scheme overstepped the MSC grant by £24,000 and is to be discontinued.

Also closing at the end of this month is one of the two remaining YTS projects for the deaf which was held in the old School for the Deaf in Birmingham. "Our scheme was not intended to be as vocational as most YTS," said course manager Peter Anson. "We saw ourselves rather as a half-way house between specialized schools and the real world." Social skills and etiquette taken for granted by hearing youngsters formed a central part of the curriculum. "Take knocking on the door, for instance; it means nothing to the trainee, but it matters to those inside," said Miss Diana Bird who has been working with the deaf for 17 years.

In cases where YTS staff give outstanding personal attention to the individual trainee, integrated schemes can work very effectively. Geoff Leeming, who manages the Keresley Newland Youth Enterprise in Coventry, believes in the "chameleon effect" where disadvantaged youngsters strive to reach the level of their colleagues. Geoff's refusal to turn down trainees has resulted in an average of 30 of the 55 places on the scheme being filled with disabled youngsters. Not all of them have fitted in happily, but there have been some remarkable successes such as Darren, an 18-year-old spina bifida boy.

After three days at the centre Darren left his wheelchair at home and

after a further few days he had won out his cullipers. "Durren now walks, runs and dances with the rest," said Geoff. "He even won the Coventry marathon for the disabled."

Some apprehension rests over YTS since the publication last month of the MSC's proposals for a two-year scheme relying heavily on employers. The MSC will no longer accept responsibility for fully funding schemes for groups like the handicapped. Instead there will be the same basic grant (£160 a month) for all trainees, from which trainees will be paid £35 a week. This level is based on the assumption that employers get profitable work out of them.

The MSC will pay an additional £110 a month for organizations that want to run schemes for special groups of trainees. A lot of those running such schemes doubt whether this will be enough to make ends meet.

Intensifying their insecurity is the decision of the MSC to pay this premium only for places remaining filled, regardless of any fixed overheads. The MSC tried to do this in the past but changed its mind when it found many training workshops would be forced to close.

The MSC admits: "We have based our funding arrangements on the assumption that trainees will have a month for organizations to find employer-based work experience in the second year, with the provider of work experience contributing towards the cost of the training. But this may not be realized for all young people concerned."

Specialist careers officers feel they have enough problems at present finding even weekly work experience for disabled youngsters and to expect attachments throughout the second year may be unduly optimistic.

OVERSEAS

Teachers 'must back Government'

MALAYSIA

by Geoffrey Parkins

The Malaysian Education Ministry has told teachers they are not permitted to support or work for opposition parties and are expected to give their full backing only to the Government.

Recent revelations have implicated some teachers in anti-government political education and actively supporting opposition parties.

In response, deputy education minister Haji Bungul Uls has told teachers "to teach and every civil servant is expected to support and work for the government in power".

He said that some teachers had clearly misunderstood the concept of "neutrality" for government servants. Neutrality did not mean teachers were free to work for whichever party they chose.

Mr Uls made clear the Government's view that teachers who disagreed with its views and the "proper definition" of neutrality, should resign.

He added that the state education department had recently accused of conducting political meetings in support of the radical Parti Islam Se-Malaysia (PAS), would face "dismissal" if the cases against them were proven.

IN BRIEF

Rising literacy

Illiteracy has been eliminated in three quarters of Burma's townships, the Burmese Government has claimed. Every year many teachers and students from schools, colleges and universities participate in a literacy campaign which has been running since 1964. The government, which has set up reading classes, libraries and reading rooms in many towns and villages throughout the country aims to eliminate illiteracy in Burma by 1990.

Growth plans

Malaysia plans to reduce the need for students to study overseas by improving and increasing the number of schools, colleges and universities. The national plan involves setting up more primary, secondary, technical and vocational schools and raising standards among young people to provide more skilled workers.

Sporting chance

China's new state education commission has told schools, colleges and universities that they are forbidden to give preferential treatment to students who are outstanding in sports in entrance examinations. The commission criticized schools and other educational institutions for attempting to attract outstanding athletes by deliberately lowering admission standards.

All change

The Sri Lankan Parliament has approved a Bill to set up a national institute of education which Mr Ranil Wickremesinghe, the Education Minister, has said will help bring in radical changes over the next two decades. In the debate on the Bill, Mr Wickremesinghe said that one aim was to ensure that everyone who enters the teaching profession will have some qualification.

Wait for it

Half Singapore's students said pre-marital sex and casual dating was unacceptable and another 25 per cent refused even to discuss the matter, according to a recent survey. The 25 per cent who said sex before marriage was acceptable thought it only in a serious relationship.

Well equipped

The North Korean government is to provide every province in the country with a high school with advanced teaching equipment. The first one - opened in Pyongyang last year - will serve as a model school.

AIDS guide offsets hysteria

Luis Garcia reports on a plan for humane care of child victims

AUSTRALIA

asked education and health department officers to come up with the guidelines.

The new guidelines, believed to be the first in Australia, make it clear that students infected by AIDS should be treated in the same way as every other student: they should not be isolated within the school, nor should they be excluded from attending classes.

But school principals have been told to follow stringent first aid and hygiene procedures.

"Staff are reminded of the particular need for care in handling blood. There is no need to refuse assistance or first aid to any student."

But teachers are advised to avoid contact with blood if they had open cuts on their hands or lower arms. They are told to use disposable gloves, place all wastes in plastic bags to be sealed and incinerated and to wash blood from any place or object within the school.

"Staff involved in toileting children and staff in the care of handicapped students should continue to exercise strict hygiene and pay attention to cuts or broken skin, protecting them from direct contact with body fluids."

Teachers should take special care with macrophillics since "a significant proportion of them are likely to have been infected by the AIDS virus through blood transfusions".

But they should not be excluded from school or isolated because there was no evidence that the virus could be spread by social contact.

Students suffering from AIDS may have their education interrupted

through illness and may under-achieve through fatigue and the stress of having "an uncertain future".

The guidelines, which are now being considered by other states, were welcomed by The Federation of Parents and Citizens Associations and The NSW Teachers' Federation. Although they do not legally cover independent schools these schools are expected to follow the guidelines as well.

Mr Cavalier said the NSW education system would be treating AIDS as a disease, not a crime.

"The public schools of NSW have survived many epidemics in the past 105 years. Whether it has been an epidemic as serious as bubonic plague at the turn of the century or the polio epidemic of the 1950s, the schools have survived because they showed a caring attitude to all pupils and teachers."

"They did not shun the victims then, and they will not shun the victims now."

Social change to individuality

JAPAN

Barbara Casasas gives an insight into the setback to education reform

The debate over how to reform Japan's education system is far from over.

The first report by Prime Minister Yasuhiro Nakasone's Provisional Council on Educational Reform appears to have failed to satisfy either the supporters or opponents of change.

Critics say the report lacks substance and that the few proposals it does make are dangerous. They accuse the Council of failing to tackle its two major goals: how to provide for the needs of the 21st century and how to deal with rising school violence, delinquency and truancy.

In particular, the Council's proposals "bear no relation to the problems surrounding children", according to Ikao Amano, professor of education at the University of Tokyo.

Much of the report is a reiteration of issues that were identified years ago and have been especially well documented by various other ad hoc groups of experts over the past 18 months.

It contains strong echoes of proposals formulated in 1971 by the Education Ministry's Central Education Council (CEC), few of which were adopted due to lack of support and funds.

Education reform surfaced as a major political issue in late 1983 when, in response to a series of dramatic incidents of youth violence and mounting anxiety about excessive uniformity in the school system, Mr Nakasone announced he would set up an advisory council after the then approaching General Election.

Ten months later, the Council was set up under the chairmanship of Michio Okamoto, a former president of Kyoto University, during a storm of controversy that has continued ever since.

First, Mr Nakasone was accused of mobilising the popular issue of education only to win votes, and of having no real intention of carrying out reforms. He made an astute political move, say political sources, as the pace with which the Japanese reach a consensus is so slow that Mr Nakasone knew he would have left power long before the gruelling period of implementation arrived.

The Prime Minister was also condemned for having the Council answerable to him and not Parliament, for the fact that it had too many members (25) and that some were too close to his own ideas.

The left-wing Japan Teachers' Union (Nikkkyoso), which decided not to join the Council, has shown a more conciliatory approach recently. Its president met the Education Minister - in itself a significant event - and

commended the report's call for more emphasis on individuality, the first time the union has said anything positive about the Nakasone initiative.

But the union regrets there was no move to lessen industry's influence over the system and also the stress on greater respect for Japanese culture.

The Council also has critics on the Right, notably in the conservative Ministry of Education. Earlier this year, one of the Council's most prominent members came under attack for advocating the "liberalization" of education - a term that has since been replaced by the less contentious "respect for individuality".

Another bone of contention has been the present selection system that allows recruitment by the most popular employers through the "best" universities and schools.

Council critics charge this could be reinforced if the idea of establishing six-year specialist state secondary schools alongside the present three-year lower and upper level institutions goes through.

They fear such schools would be used to prepare an elite for entry into prestigious universities and could threaten the legally enshrined principle of equal compulsory education for all until the age of 15.

Moreover, these schools could push selection down from the secondary to primary level, compounding instead of alleviating the tremendous pressure on Japanese schoolchildren. Six-year private secondary schools exist already, but these are generally attached to private universities.

The need to change university entrance requirements to permit factors other than test scores to be taken into account, is not disputed. None the less, the universities reject the proposal to introduce, in 1987, an optional standard exam to be used by both private and state institutions as a replacement for their own system.

Among the issues the Council plans to study for its second report due next May (the Council has a three-year term of office) are: reform of higher education, improvements in the quality of teachers, so-called "moral education", and making the system more open internationally.

Meanwhile, in October, a six-member team headed by the Council chairman will visit the US, Britain, France and Holland to see what can be learned from others' experiences.

While the debate continues, one essential question has not yet been asked: how individually, analytically and creatively thought can be introduced into education, when homogeneity and therefore conformity and discipline are an inherent characteristic of these crowded islands.

The depth of the social change concepts such as freedom and flexibility suggest strike at the heart of Japanese society. However, any reform is likely to be so gradual that it will be almost undetectable and will leave the fundamental structure intact - in typical Japanese style.



Many schools cannot afford to buy all the software that is needed.

Bill Norris looks at how copyrights and careers affect American teachers

Licence to steal

American schools are becoming hotbeds of crime. No - this is not another story about violence and drugs in the classroom. The crime involved is computer piracy, and the criminals are not the students but teachers and administrators.

In a recent survey of 2,300 elementary and secondary schools in the United States, 17 per cent confessed that large scale copying of copyright software programs had taken place more than once, and a further 8 per cent said the practice was commonplace.

Mr Henry Becker, the Johns Hopkins University researcher who conducted the study, told the World Conference on Computers in Education at Norfolk, Virginia, that it was probable that he had not been told the whole story. He suspected that few administrators wanted the full extent of their sins revealed in a national survey. The reason for the copying, he said, was because many schools felt they could not afford to buy sufficient

quantities of software for their students. Virtually all his respondents argued that the publishers should offer a discount on programs sold in bulk to schools.

One American publisher at least has now surrendered to the inevitable. The Addison-Wesley publishing company has offered to make a "site licence" available to schools which will enable them to make unlimited copies for use on any number of personal computers in the same municipality. The firm's programs, which are aimed at advanced high school students, normally cost \$150 to \$500 each (\$110-£350). Under the licence agreement, the school will pay between \$1,000 and \$5,000.

Addison-Wesley concedes that the idea will do nothing to deter teachers from pirating away merrily, but hopes that it will provide an attractive legal alternative "for those people who are honest and have integrity". It remains to be seen how many of those there are.

Accept no imitation

In their efforts to recruit more teachers, it does not look as though US education authorities are going to get much help from those already in the classrooms. A new poll by the Educational Research Service reveals that only 25 per cent of teachers would recommend the profession to their students without reservation. 51 per cent would hesitate to recommend it, and 22 per cent would do their best to steer students away from teaching.

The survey, which covered 1,346 teachers across the country, sought their opinions on the performances of their students, their schools and themselves. It found that among those under 31 years of age, job satisfaction had fallen dramatically in the past 12 months.

Overall, 27 per cent of public school

teachers were considering other careers. They cited student attitudes, lack of respect, low salary and poor benefits as evidence of a decline in the status of their profession; 44 per cent believed that respect for teachers had declined in the past five years.

When asked to rank the issues that prevented them from doing their best in the classroom, 47 per cent blamed excessive paperwork, 45 per cent named low salaries, and 40 per cent complained about lack of parental involvement. Violence in schools came at the bottom of the list.

Ironically, in spite of this catalogue of grievances, the teachers were certain that both they and their schools were doing splendidly, and gave themselves above-average marks.

At odds over the high-flyers

GERMANY

Paul Bendelow reports on revived arguments about exceptional ability

The sixth world congress on gifted children, held in Hamburg recently, pointed up fundamentally opposed positions in West German educational thinking.

For Federal Education Minister, Dr Dorothee Wilms, the congress offered a chance to discuss how to promote exceptional ability - a focal point in the Centre-Right coalition's education policies.

On the other hand, the country's largest teachers' union, the GEW, accused the Minister of whipping up the gifted child issue on the false premise that the promotion of high achievement could solve the country's economic and unemployment problems.

The economic argument has figured large in the Government case for special provision for high-flyers. Pointing to a growing need worldwide for high achievement in science, technology and research, Dr Wilms said: "The



Dorothee Wilms... fostering the gifted.

commitment of people of outstanding ability is essential for overcoming the difficult economic, social and technological challenges facing West Germany."

The minister views special measures to foster high ability as "an educational means of achieving equality of opportunity", and believes that differentiation, not uniformity, in education best meets the needs of the individual.

The GEW attitude is that any problem existing among specially gifted children cannot be separated from those facing all pupils and young people. Rather than special provision for a minority, the union wants schools enabled to focus on the multiplicity of individual problems, seen individually and not in terms of preconceived categories.

The GEW chairman, Herr Dieter Wunder, called for smaller classes for all, with a greater range of back-up courses, improved basic and in-service training for teachers and greater flexibility of movement among the different schools in West Germany's tripartite system.

The union is fundamentally opposed to the establishment of special institutions and courses for top ability children. Firmly rejecting the charge of elitist discrimination, Dr Wilms said she intends to make up arrears in the long-neglected area of fostering high ability.

Apart from increasing financial support this year for projects in this field, and promising more money in the future, Dr Wilms has also published a number of leaflets drawing attention to this area, including a 120-page booklet of advice for parents and teachers.

Her attendance at the Hamburg congress underlines the priority status the Government has accorded the top achievement sector.

OVERSEAS

The market price of success

CHINA

Peter Mauger on the value of vocational schooling

Graduates of vocational schools in China find they have a price on their heads.

Qu Jing, principal of Dalian Municipal Cookery School, explained how his school was financed. "Last year we charged restaurants 500 yuan for every graduate they took; this year it will be 600."

At vocational schools in the industrial province of Liaoning, it has become common practice for enterprises to pay handsomely for trained graduates.

The success of China's modernization drive depends on a substantial improvement of the generally low level of technical skill in all industries and trades.

Of the eight grades of workers' wages, based on skill rather than experience, 70 per cent are in the lowest two and only 3 per cent in the top two - 1 per cent in light engineering compared with 30 per cent in domestic manufacturing.

Hence the drive to convert 70 per cent of senior middle schools (15 to 18-year-olds) to vocational schools by 1990. It is an ambitious programme with three main problems to overcome.

There is the conservatism of parents - and administrators. The age-old reverence for academic education as the sole pathway to success is slow to break down.

Then there is the shortage of teachers, the supply of which could never keep pace with the massive expansion of education over the past 35 years: teachers of technical subjects are in particularly short supply.

Thirdly, finance is perhaps the biggest problem, with a staggering 25 per



A middle school student on an electronics course in Liaoning province.

cent of its billion population engaged in some form of education, China is still a poor country.

These three problems are most acute in rural areas, where conversion to vocational schools is slowest. In the cities progress has been more rapid, though generalization is unwise in such a vast country with so many climatic, geographical and cultural differences.

Having visited vocational schools in South China in 1983, I asked this time to see schools in Liaoning, which has the reputation of being in the forefront of this development, and I was told we would be shown the best.

In two weeks I visited 17 vocational schools in Shenyang, the provincial capital and the fourth largest city in China; Fuxin, a mining city; and Dalian, an advanced industrial city. Among the many vocational types were computer studies, chemical products, foreign languages, garment making, accountancy, animal husbandry, horticulture, arts and crafts, photography and repair and maintenance of domestic appliances. We were told that 206 different specialized subjects are taught in the province. In all schools, ordinary school subjects take up half the three-year courses.

Liaoning is a relatively rich province. Local authority schools are financed by the education bureau; factory-run schools are financed by the factories. Most vocational and technical schools in fact run their own factory, providing facilities for student practice and contributing substantially to running costs.

Central and local government has so far lagged behind industry in financing vocational education. In the past six years in the province, enterprises running their own schools had spent 230 million yuan compared with the 9 million spent by education bureaux.

But now, in tune with the big new campaign for educational reform, the central government is financing vocational schools by an annual capitation allowance of 100 yuan, compared with 23 yuan for ordinary secondary schools.

With the addition of the "sale" of graduates to the enterprises, the schools we saw were reasonably well-equipped.

Their main concern was about the supply of teachers of vocational subjects. Technicians are seconded from factories, mines and hotels, for one- or two-year stints, old engineers or teachers are persuaded to come back out of retirement for a year or two, teachers are sent to factories for training in specialized subjects and a few very good vocational school students are kept as teachers straight from graduation. But quantity and quality are both regarded as insufficient.

Despite these growing pains, parents' reluctance to allow their children to try for vocational schools is much less marked these days.

But there is a long way to go before vocational schools carry the same prestige as ordinary middle schools. Ten provinces still have not yet set up colleges for training technical teachers, and only 32 per cent of senior middle school students are following vocational courses. But as this compares with 4 per cent in 1976, the target of 70 per cent by 1990 probably is not too ambitious.

Exams: less than best but the alternatives are worse

Sir - My congratulations to the person who compiled the Features pages in *The TES* of August 16, for they gave us in microcosm the whole argument for and against public examinations. Like democracy, they are a very bad system but all the alternatives are infinitely worse.

Dr Murphy's warnings about the value of GCE grades were very valid, but will his article be read by the parents and university admissions officers who tie our children to the GCE system and elevate grades into a fetish when youngsters seek admission?

The Forest and Shoemith article showed what lengths boards go to to try to standardize, but confirm the technical limitations to standardization that Murphy mentioned. Those teachers numerate enough to understand the statistical research will not be the ones who have exaggerated expectations of university admissions. Those who have will continue to be disappointed, and are by now probably so biased against examination boards that they would not be convinced by neutral research, even if they understood it.

Finally, Dr Davies's account of his crusade suggests that he has been dealing not with ogres, but with human beings, often the very same people who are teaching our children under another hat. By their own lights, they probably do as good a job as most and I am surprised Dr Davies found only one chief examiner to praise. If that is so, it suggests that bad teaching may be just as much a cause of failure as bad

examining, and the same teachers, unrestrained by the boards, might do an even worse job of continuous assessment, where they are open to parental and personal pressures.

As both a parent of children about to go through the GCE mill, and as an employee of a non-GCE examining board, could I take some of the heat out of the issue by suggesting that schools, local authorities, Government and higher education cease to place such exclusive reliance on GCE results, and look at the many other qualifications that are available. Disappointed teachers and parents will then have an escape from the system whose defects are now well-known, without having to resort to the even more defective, suspect and unstandardized system of teachers' reports and internal assessment. They will also have a second opinion, which will either give them a pleasant surprise or confirm the disappointment. One way or another, they will be more reconciled to the prognosis on their children's future.

But let them not expect too much from it. After all, examination boards are fallible, like any other institution, and if our education system does not get around to appreciating the fallibility of human judgements in seven years of secondary education, it has not even begun to prepare our youngsters for the real world.

DOUGLAS PICKETT
64 London Road
Dunton Green
Sevenoaks
Kent

In full swing

Sir - One cannot but smile at Jim Howley's suggestion that advocacy of single-option or pendulum arbitration in teachers' pay negotiations displays shallow thinking (*TES*, August 9). Given his manifest ignorance of how and where it operates, he is ill-equipped to pass judgement.

He suggests that, had such arbitration been applied this year, what he calls "the 3 per cent option" might have been the one favoured. As anyone with a minimum knowledge of this year's negotiations would know, 3 per cent has never been either offered or asked for, so it could never under any circumstances have been the choice of pendulum arbitrators.

He further says that "no such system exists in this country". He is obviously unaware of the extent to which it features in no-strike deals negotiated in the electronics and newspaper publishing industries by the electricians' union, the EETPU. We have for some time been in contact with them in order to learn from their experience, as reported on your front page on July 26 and in *The Times* in more detail the next day. It is a pity Mr Howley is more ready to rush into condemning a system that might bring peace to our schools than he is to inform himself about it.

But the saddest note of all is struck at the end of his letter, where he says that teachers have nearly secured 7 per cent this year by using the tactics of disruption. He needs to be told that the best offer yet made in Burnham, and that as yet informally, is 6.2 per cent. If we ever get to 7 per cent, it will be so long after the date for settlement that it will have lost a good deal of its value.

What we need is a mode of negotiating that brings a reasonable settlement at the time when it is due. One step towards that objective would be the adoption of a single-option or pendulum arbitration.

PETER DAWSON
General Secretary
Professional Association of Teachers
99 Friar Gate
Derby

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

By the book

Sir - Thank goodness the Department of Education and Science has not rushed into publishing guidelines on school libraries or making statutory requirements in response to backward looking thinking and argument. The world is different now when things no longer work properly, it can be nonsense to carry out expensive repairs or replace like with like. So it is with school libraries.

All schools need major stocks of up-to-date and well-organized information that are easily accessible without fuss to every pupil. In the past, this has been provided in secondary schools by a dual system. Subject departments use sets of textbooks which met pupils' needs for specific packages of information relating to examination syllabuses. The school library provided enrichment materials for motivated pupils and catered for other minority demands such as leisure interest, CSE projects, and reading in a pleasant place where one is unlikely to be disturbed.

Today this dual system does not work. Every pupil needs to develop information handling skills, using modern as well as traditional media, and confidence and competence to use information in coping with continuing social, technological, political and other changes.

The processes for this require a much richer source of information than has ever been provided before and its use in every part of the school. Textbooks even if there was enough money to replace them, no longer match educational needs.

Even more fundamental, as the management of learning is gradually added by teachers to their mastery of teaching, no central library, however well-stocked, staffed, and organized, will be able to cope with the huge volume of human traffic.

Schools no longer need a single central library. People are better served when information is deployed



Liberal idea

Sir - I was interested to read your article on parent support units and nursery classes in Liverpool (*TES*, August 9).

It was a pity that the article failed to mention the fact that the concept, introduction and development of the parent support units was as a result of a Liberal controlled council.

Indeed, of the present 30 primary and 1 secondary school parent support units in existence, all were as a result of the Liberal Council.

It will become the Labour Party to try and claim credit for Liberal initiatives. On nursery classes, their words do not match their performance. The Liberal Council opened 32 nurseries in their first three-year administration. Labour in three years has only opened 10.

MIKE STOREY
Liberal Education Spokesman
2 Westside View
Wavertree
Liverpool 15

How to answer

Sir - In reply to Dr Harrison-Barbet's letters (*TES*, July 12) I would like to suggest that consideration of the acceptability of the Isought distinction is a prerequisite of answering part (B) of the examination question satisfactorily (that is, what the distinction shows about moral judgement).

General goals

Sir - If every specialist is to have a total ambition, then it matters not if that specialism disappears from the curriculum.

I was surprised by the breadth and total ambition of Roy Harris for religious education (*TES*, Letters, July 19) when he says: "The aim of religious education is to enable a person to fully develop as a total being, physically, psychologically and spiritually, by providing a suitable learning environment which permeates the whole curriculum."

One admires the ambition, but is it not synonymous with the aim put forward by virtually every other subject, or even, more appropriately, by the school as a whole?

Do not such grandiose claims obscure what is special about religious education?

MICHAEL MARLAND
Head
North Westminster Community School

Job service

Sir - It is encouraging to note (*TES*, July 5) that the Blue Arrow recruitment organization is offering to find jobs for unemployed school-leavers at its own expense, and further to note that the agency concerned has branches exclusively in the South of England where there is an acute shortage of candidates for the vacancies handled by most of the established employment agencies.

It might be worthwhile reminding your readers that the careers service has undertaken this service for many years, and has never made any direct charge either to job seekers or to employers.

KEVIN DEVINE
Education Officer (Careers)
Shire Hall
Cambridge

I would also like to ask Dr Harrison-Barbet the distinction - philosophical or otherwise - between candidates' answers "not losing marks" and "simply being ignored".

C H BROWN
Principal
Brown & Brown
Independent Tutorial College
Oxford

Poor relation

Sir - John Anderson's review of training needs (*TES*, June 21) gave an interesting overview of the enormous task faced by the I.E.A.s. In providing appropriate training in the use of computers in education. The list of materials produced by the Microelectronics Education Programme (MEP) is certainly impressive, although one has to be aware that matching these materials with classroom needs is not always an easy matter.

The task is made more complex by the fact that many of the programme's materials are unacceptably expensive for schools to purchase. Take, for example, the latest MEP reader published by CET, entitled *Exploring primary science and technology with microcomputers*, this booklet will be of great interest to many primary teachers. However, at £7.00 for 101 small pages, it is most unlikely that the average primary school will be able to obtain a copy.

In these circumstances it is, perhaps, surprising that Mr Anderson made little of the MEP National Primary Project, which is considered by many to be MEP's greatest success. Crucial in this project's strategy is the production of in-service materials which can be freely copied within I.E.A.s, and the commissioning of software which can be used for INSET courses and subsequently by teachers in their own classrooms.

The project has also offered appropriate and relevant courses to trainers in every I.E.A., thereby ensuring that each I.E.A. is kept directly in touch with new developments. It is particularly sad that, as the MEP approaches its conclusion, funds are not available to allow the primary project to offer the remainder of the training courses that are still needed by the I.E.A.s.

COLIN C MONSON
Department of Education
Berkshire

Physics: too great a state of inertia

Sir - The solutions offered recently to the problem of the shortage of physics teachers (Dennison and Straker, *TES*, August 2; Caulkin, *TES*, August 16) are unacceptable and rest on an assumption which I should like to challenge.

I chose a career in physics teaching 10 years ago because it appeared a worthwhile profession free from the less pleasant elements of the commercial world. Keith Caulkin's call for differential payments goes against the grain. It is unpalatable and unfair. It would serve to widen the existing divisions between us and them, be it maths v. science, science v. art, academic v. pastoral. The replacement of physics teachers by television monitors to move "away from the single teacher, cellular mode" is dramatic

and unnecessary. Both solutions assume that physics needs to exist as a separate subject up to 16-plus. The solutions, if you like, are offered in the "single subject, cellular mode". They reflect an inertia within the physics teaching fraternity which has been encouraged by the sense of mystique and prestige which surrounds such a "hard" subject for the selected few.

I accept that A level physics is an essential prerequisite for many science degree courses. It does not follow, however, that O level physics need serve a similar role with respect to A level. The recent syllabus revisions at A level, precipitated by the requirements of the common core, have resulted in a pruning of content to allow fewer ideas to be studied more

comprehensively. An introduction to the more fundamental ideas of physics to science to GCSE would suffice and there are more ways than one to skin this cat.

The call for a broad and balanced science education for all up to 16 plus means that separate science subjects can no longer expect to enjoy pride of place in the curriculum. More pressing than the need to preserve such sacrosanct A level physics is that of educating and retraining more "science" teachers and encouraging the development of materials for the new curriculum. A little earth science, astronomy, ecology, philosophy of science and technology would not go astray.

The Secondary Science Curriculum Review is in full swing. Innovation is

no longer handed down on Nuffield tablets. Teachers of physics, together with other subject specialists, have a role to play in developing the new science curriculum from within their classrooms. Modular courses, to include "the science of alternative energies", "the history of ideas in science", "the Earth in space - a finite place" are waiting to be constructed. Hooke's law, radioactive decay and all the rest can have a place in tomorrow's courses.

Let's avoid retreating to the "good old days" of the 1950s. The game's old. The future in science education will be what we make it.

BOB KIBBLE
5 Woodside Grove
London N12



Mincing words

Sir - By his own admission (Letters August 16), Alan Murray's main reason for reading *Education & Industry* was not the search for enlightenment but the search for hypocrisy.

Anyone who reads in this spirit will necessarily find food to his displeasure (much as those who are preoccupied with obscenity will see it even in the contours of an exposed table leg).

Roger Scruton has neither advocated nor "preached" that teachers should "abandon" their political views. The point is that such views should not dominate the curriculum. Mr Murray misrepresents the concept of neutrality (which is not, as he seems to assume, an unachievable absolute). The neutral teacher is not a "machine" but a human being who considers that

his specialist subject is worth imparting to the young whether or not they leave school with the "right" political attitudes and whether or not they go on to create the "new Jerusalem" he may have in mind.

The purpose of the document is to contest the view that politics cannot be kept out of subject teaching. Appeals to human frailty miss the point. One must distinguish between the "cannots" of "I cannot stop smoking" and "I cannot draw a round square". Roger Scruton is concerned with the word in the sense of "logically cannot". That influential activists have been maintaining that education and politics (logically) "cannot" be separated is evident to anyone who has read their ubiquitous polemics. They have not been "caricatured". If education can be distinguished from indoctrination -

Disabled home

Sir - I am writing to draw your readers' attention to the fact that there is no home for disabled teachers. There used to be one at Mudeford, near Bournemouth, but it is now closed.

I am severely disabled with arthritis in my hands and feet and even with the aid of a wheelchair I find it difficult to go into the usual sort of nursing home, where I suspect I will not find suitable companionship, is very disturbing.

If all teachers gave a small sum - say £5 or £10 - to buy a home and paid perhaps £1 a year to keep it going this would be a great comfort to people such as myself. If anything should come of this idea of mine I shall not have taught and lived 82 years in vain.

M D G BENCE-SMITH
23 Strathearn Road
Lee SE12

Flying the flag

Sir - John Fish announced at the International Congress on Special Education at Nottingham in July that "You don't get flag days for charities concerned with emotional or behavioural disorders or slow learners". The *TES* obviously considered the remark significant enough to highlight the quotation under a photograph. In fact, as the only voluntary organization concerned exclusively with the slow learner, the National Elfrida Rathbone Society does hold flag days in the various areas in which it is active.

Our work ranges from support given to families and under five through to support in schools, both special and mainstream and on to post-school provision directed towards training and the expansion of employment opportunities. We also set up playgroups, youth clubs and holiday activities schemes and give support to adults with learning problems.

Some of our work is funded through the Manpower Services Commission and local authorities, but a great deal has to be financed by different methods of fundraising. I would not like it to be forgotten that there is a group trying to raise public awareness of the difficulties facing a slow learner throughout his/her life and that rattling a collecting tin in the High Street is one way of doing just that.

Until greater recognition is given by the statutory authorities to the need for co-ordinated support for some slow learners in many aspects of their lives we may well be holding many more flag days.

ANDREA LINELL
Development Officer
National Elfrida Rathbone Society
53 Regent Road
Leicester



Spiritual lack

Sir - I recently took a class of lively, receptive 13-year-old girls to three places of worship in London. In only one of these were we made to feel welcomed, informed, and in the presence of God.

In one other we were rejected, and in the third we were treated to a thorough and irrelevant history lesson for which we were charged heavily. These were in the order described, Jewish, Muslim and Christian.

As the girls' religious education teacher and as a practising Christian, I felt saddened that the Christian church

Open mind

Sir - How ironic that Diane Munday, herself a propagandist for a self-appointed and unrepresentative pressure group, should engage in the double-think of using those terms in an attack upon the genuineness of *The Silent Scream*.

Is she herself as ill-informed as the children for whom she appears to have so much concern? Does she really not know that the film was originally promoted in Britain by a man who fulfils exactly her demand for someone who knows the actuality of abortion. He is Dr Bernard Nathanson, originally a totally committed proponent of abortion who has personally performed thousands of abortions. His leading campaigner against the horrors of nuclear abortion and the abortion pill are so keen to promote, even in our schools. His conversion had nothing to do with any form of religious belief but rather a conviction that abortion is the destruction of an individual and unique human life.

Is it too much to hope that Ms Munday will undergo a like conversion when, her objections answered, she sees the reality of the "modern abortion methods" which the film portrays.

CLARE GRAY
Blackheath High School
Weymouth Road
London SE3

Missing out?

Sir - L.e.a. expenditure figures quoted (*TES*, August 16) put the ratio of spending on books and equipment to teachers' salaries as "only" 3 to 50. This proportion of an average salary of £8,000 amounts to £480. Can someone explain why I didn't get my share?

ANGUS MACDONALD
The Pleck
Biddford-on-Avon
Warwickshire

Preparing the way

Sir - The article on the Sheffield initiative, "Centre for the Alternative Curriculum" (*TES*, August 16) was extremely welcome. Having been involved closely in the preparation of the project, I can vouch for the amazing degree of commitment and inventiveness displayed by the teachers and the adviser running it.

But perhaps the most exciting thing now is that since Sheffield has, as it were, shown the way, many others can follow. Alternative technology - broadly defined to take in all sorts of concerns to do with conservation, food-growing and recycling of resources as well as renewable energy hardware - is proving the ideal vehicle for doing what many advisers and heads have wanted for a long time. It allows them to have pupils combining critical learning about technology and its impact on people, learning a wide range of directly usable skills, developing cooperative ways of working (out of the classroom) and making practical and theoretical links between issues which are usually (disastrously) treated as separate.

So, what now? We are already involved with two other local education authorities in developing alternative technology elements in the curriculum. Could I take this opportunity to invite advisers - Craft, Design and Technology and/or Environmental Studies - to consider setting up similar projects? We at the Centre for Alternative Technology will be happy to assist in any way possible.

DAMIAN RANDLE
Education Officer
CAT
Llwynwern Quarry
Machynlleth
Powys

Helping adults

Sir - Education guidance for adults is suddenly in fashion. The publication of the UDACE consultative document *Helping Adults to Learn* has stimulated discussion and, not surprisingly, brought forth a number of claimants to the title of the only true provider of education guidance for adults. Little and Peck (Platform, August 2) argue from their standpoint as county careers officers that, naturally, any national strategy should be focused on the careers service. Education guidance services for adults (EGSAs) are dismissed as a "disparate group of initiatives" discouraging the "development of a long-term strategy based on existing expertise".

Those of us who have been working in EGSAs for the past few years have welcomed the sudden interest in our work. As Little and Peck point out, dependence on "funny money" is no joke. But not all EGSA funding is insecure and services spread throughout the UK can claim to be offering a service hitherto unavailable through any other agency, including the careers service.

EGSAs have done much to encourage the development of all types of access courses for adults, which provide pathways into all levels of education.

Through outreach and community development work EGSAs make contact with groups of educationally disadvantaged people, including redundant workers, women, ethnic minority groups and disabled people. Advocacy on behalf of clients is a key function for most EGSAs, often involving negotiations with both providers and local authorities. The independence of EGSAs is a crucial factor, as is their location - generally in libraries, community education centres and drop-in centres rather than in council offices.

The careers service provides high quality vocational guidance to most young people and to some adults. Although this work does not always receive the recognition it deserves from either government or public, careers officers should not be tempted to expose their current vulnerability and insecurity by trying to appropriate an area of work in which they are relatively inexperienced.

EGSAs have been pleased to work in co-operation with the careers service and grateful for support wherever offered. We hope that for its part, the careers service will be flexible enough to work alongside other, newer agencies with a different perspective and style, but with a shared belief in the importance of helping all adults to realize their full potential.

VIVIANNE RIVIS
Project co-ordinator
and COLIN NEVILLE
Outreach/advice worker
Education Advice Service for Adults
Bradford Central Library
Bradford

Lost right

Sir - On my return from holiday, I read your report that the Government had dropped its Bill to give parents the right to choose whether their children might be caned at school.

If, as you suggest, this may lead to a total ban on corporal punishment, it will be a serious reversal of this Conservative Government's policy of giving more say to parents in their children's education.

I write as a parent who sends his two sons to an independent school. I chose the school not only for its academic and sporting record, but also for its concern for good behaviour. The cane is occasionally used and my knowledge of the headmaster's approach to discipline was an important factor in my choice of school.

I see nothing in the European Court's ruling to justify taking away my right of choice in this matter and like many other parents, would find it very difficult to understand if a Conservative government decided to do this.

ALAN FRASER
The Firs
Birmingham Road
Lichfield
Staffs



Marking time in the web of history

Christopher Price takes up a chance to witness one of A level's most sacred occasions - the final meeting of maths chief examiners.

TES, August 16
No take-over

Sir - I found Christopher Price's account of his visit to the JMB to attend an A level examiners' final award meeting interesting and, despite its inevitably impressionistic nature, a reasonably accurate picture (*TES*, August 16). I must, however, take him up on one point.

It is entirely wrong and a little malicious to describe the JMB's relationship with the CSE boards in the Northern Examining Association in terms of empire building and the

taking over of minnows. The combined resources and levels of activity of the four CSE boards are somewhat greater than those of the JMB for its equivalent examinations and, in any case, we are agreed that the NEA must be a partnership between two equal sides. This is the underlying principle of the GCSE and the JMB is determined to work in the spirit of partnership.

COLIN VICKERMAN
Secretary to the
Joint Matriculation Board
Manchester M15

successfully grafted on to an existing norm-referenced exam than floribundias on a cow.

FRED JAMES
Manor Farm
Norton sub Hamdon
Stoke sub Hamdon
Somerset



THE PROMISED LAND?



An Israeli teacher examines an immigrant's homework.

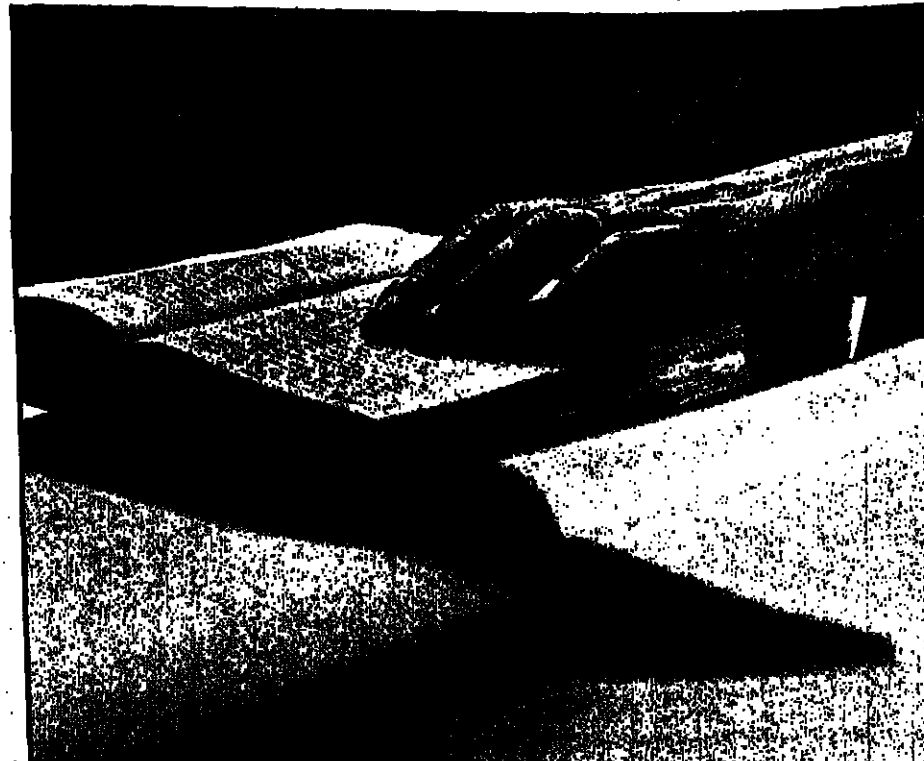
Much to the surprise of the educational authorities in Israel, Ethiopian children, brought dramatically to the country in an emergency secret airlift, are proving to be star pupils. Despite the fact that many are having to learn from scratch how to live in a modern cash economy, they have demonstrated a remarkable ability to master Hebrew. But teachers fear they could face more serious problems as they move out from their absorption centres. Photographs by Judah Passow.



A class for immigrants at a government absorption centre in Jerusalem.



An Ethiopian studies Hebrew script.



An Ethiopian elder translates prayers into Amharic, the language of the Ethiopian Jews.

Separate but equal

JOHN BANGS

About ten days before the John Fish committee's report on ILEA's special education services was launched, the Inner London NUT held a packed public meeting about the future of special education in London.

The speaker was Mr Robert Hancock, ILEA's new senior staff inspector for special education, and the ex-inspector for special education in Bromley. Bromley recently closed down the majority of its special schools and replaced them with an integrated scheme of on-site units in primary and secondary schools.

He made a thorough effort to meet the anxieties of his audience, but the questioning indicated deep worries about the significance of his appointment and the contents of the review of special education in ILEA.

Now that it has been published how does the report relate to those anxieties?

The Fish committee's strategy for transforming ILEA's special education service into a unified and coherent whole is something which everyone has recognized as long overdue, and educationally the report is absolutely right in making all of ILEA's education services recognize that special educational need is as integral to them as other equal opportunity aspects. The many proposals that flow from those principles are far seeing and logical.

What is contentious about the report is its perceptions of the nature of integration. While I disagreed with much of Mr Peter Newell's article in *The TES* of July 12, he was correct in pointing out the contradiction in John Fish's assertion that the committee was not telling ILEA to close its special schools when the report said that "segregation (was not) a long term solution compatible with the comprehensive principle".

Constantly, the report refers to a future contraction in the number of its special schools. In recommendation 3.16.13 the authority is urged to draw up plans "for integration in consultation with all concerned, to make provision within primary and secondary schools to meet the needs of those children and young people currently in separate provision". Such plans "should be set within



Helping hands in a special school: does segregation mean separation?

a defined time scale". This recommendation is clearly of paramount importance to the committee.

The introduction to the report correctly says the aims of education are the same for all young people and that the comprehensive principle will be facilitated by equal access for all. According to the report, the next logical step is that "all those responsible for providing services to children and young people... should accept the aim of integration for all".

For me, this is what unbalances the report, because there is no self-evident progression from the first two principles to the third. Segregation and separate institutions are not necessarily synonymous. It is possible to have access from separate institutions to all educational opportunities if the monitoring and action taken on each pupil's educational needs is flexible enough. "Integration for all" in the sense the committee means it has to be educationally proved.

What the report does prove is the value of a unified service with links between all educational institutions as a fundamental guarantee for equal success.

Whether the report proves its central contention is another matter. For instance, the committee was not able to evaluate educationally the work of special schools nor the benefits or deficits of the placement of pupils with statements in ordinary schools.

An extract from a submission from

the Parents' Campaign for Integrated Education seems to encapsulate the committee's position on parental views. "There are many parents who trust the special school system which at present exists in ILEA. We would wish to see proper account being taken of those parents' views. However we believe... they should not be used as an argument against change".

I don't believe teachers in special schools are against change. They would certainly welcome constructive relationships with primary and secondary schools which will help their pupils and those pupils with learning difficulties in ordinary schools.

However, assertions which question the value of the educational communities in which they work will not help the development of a unified approach to special educational needs in ILEA.

Yet, in a sense, worrying about aspects of the report is not the point. Answers to the anxieties will come from how the authority treats John Fish's fundamental assertion that the report is not the end of the process but a learning process which involves everyone in its consideration and implementation.

Unfortunately big bureaucracies like ILEA are not geared up to that kind of flexibility and equality of negotiation and debate. Therein lies the anxiety.

John Bangs is convenor of the Inner London Teachers' Association special needs committee.

Tale of two schools

LIZ FINCHAM

Though I grew up and went to a grammar school in Swansea, I now live in a neat and tidy, soul-less commuter-land. There are two large comprehensive schools which serve our town. One is considered on the parents grape-vine to have the academic edge. It certainly has less of those children which are termed "socially disadvantaged". No-one knows if its reputation is true or if it is simply something perpetrated by a very clever publicity-conscious head teacher.

Anyway, the estate agents have been impressed enough to mention the "catchment area" in their house advertisements. There is a smattering of rural poor and nothing too high falutin' at the other end either because this is competitive West Sussex: a few Volvos but the Range Rovers are drawn up elsewhere.

It is possible at most social gatherings round here to discuss sex, politics, religion, death, violence and even house prices without causing a flicker of dissension among the guests, but mention schools and the sparks fly. Basically, it consists of those who have chosen the private sector forever trying to "do down" the nearest state schools so that they can justify their expensive decision.

It has to do with cognitive dissonance. If we buy a 2CV, the last thing we want to be told is that a Renault 4 is what we should have purchased. So it is with education.

If someone is skimming on holidays or carpets to "educate the boys themselves" (that's a laugh too for often they mean opting out of any responsibility).

ilities - instead of chasing up what the little dears are meant to be doing for homework, their kids are simply left in the care of the master or mistress on prep duty) the last thing they want to hear is the success stories of their local comprehensive, whether it is in the caring, social or academic areas. Educational divisions are alive and well in the 1980s - it is just that the battleground for our children has shifted from the secondary modern schools to the comprehensives. So where has it gone, that 1960s dream of equality of opportunity?

If we persist in skimping on money, whether for books or salaries, buildings or promotions, then we simply play into the hands of the private schools with their low pupil:staff ratios and their glossy brochures. As long as we have an education secretary who is unprofessional enough to state publicly that he has little faith in his teachers, then morale in educational circles will continue to be low. Most good teachers would not fear external assessment but would obviously prefer it to be by other serving, practising teachers as suggested by Lady Warnock, rather than by wallahs at the DES or the like, many of whom have never taught a class in their lives.

And so we widen the gap. We should not be surprised at outbursts of violence on the soccer terraces - we are lucky there aren't more of those dreadful instances - such are the deep divisions we are gouging still through our educational policies.

If Margaret Thatcher had remained true to her origins as a scholarship girl, she would have invested more in education and ensured that the state system as a whole was as good as the best of the old grammar schools. Then the fee-paying parents would have been opting into that not opting out. It is not too late yet but it soon will be.

Liz Fincham lives in Haywards Heath, West Sussex.



Last orders

FELICITY TITLEY

It is interesting to see that Ladybird Books are rethinking their image and rewriting their reading scheme to bring it up to date. I nearly did the job for them 10 years ago.

I was teaching in an infant school in a somewhat socially deprived area and was worried about Karen who, at seven plus, was sticking on Ladybird 3A. Perhaps some home help was needed. I managed to get hold of mother on the playground one evening.

"Oh I don't worry about 'er," I was told. "She can read better than the 12-year-old already. Any'ow, she can read everything all right down the club."

Light dawned. Of course, I must rewrite Peter and Jane to accommodate Karen's specialized knowledge. No wonder the poor girl was having trouble with milk and cake and play. I had been so demanding, so inflexible, in my flash cards. I couldn't wait to make amends.

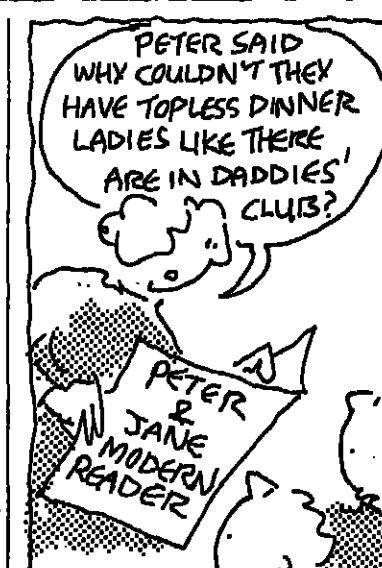
"Look Jane," says Peter. "Here is the Club."

"Daddy is at the BAR."

"What do you want, Peter?" says Daddy.

"I want a Double Diamond, please," says Peter.

"I like salt'n'vinegar crisps," says Jane. "Daddy, do not give the dog draught beer," says Mummy.



"No," says Peter. "Pat will be bad all day."

"Look," says Jane. "I can read it, Peter. It says RAB NOOLAS."

"Yes, I think he owns this club, Jane," says Peter.

"There is the ash tray," says Jane.

"Yes," says Mummy. "Stub your fags out here."

"Time please," says the barman.

"It is half past ten," says Peter.

"Daddy, I need to go to the GENTS," he says.

"Yes," says his father. "We will all go to the..."

I think it would have been a great success with the class but, sadly, I never managed to persuade the powers that be to update the reading test to make it a viable educational breakthrough.

Still, I wonder if it's too late to offer it to Ladybird now...

For love of Mike

ANNE KRISMAN

It was Mike who told me that he fantasized that our comprehensive was the New York School of Performing Arts and that our English lessons were in fact episodes from *Fame*. As he looked out of the window he was sure that he could see the steps leading up to the main entrance. After that confession, I often felt my East London accent lapsing into the Transatlantic and my step became that bit more bouncy as I distributed the exercise books.

Then there was that summer's day when he came up to me at break. "Miss, how do you know you're in love?" he asked, a common question to be posed on playground duty. The focus of his attentions was an attractive Indian sixth-former with bright red lipstick. She was chatting to her mates, unaware of his existence. Training college had not prepared me for this one. Lectures on R S Peters perhaps, but Marjorie Proops, never.

"I don't think you should tell her," I advised hastily. "Wait and see how you feel." He waited until afternoon break. He told me he expressed his love and she had laughed at him. I felt more upset than he did.

Mike loved the idea of babies. Every story he wrote had a birth in it. I once made the mistake of wearing a loose red pinafore dress to his lesson. He became misty-eyed. "Oh Miss, you really look pregnant in that dress - if you have a baby will you name it after me?" "Yes, Div," muttered someone under their breath.

We fell out once. I wanted to mark his CSE English folder. He refused to give it to me, as it was his own work. He couldn't see why I should want to look at it. The argument reached fever pitch one lesson. I took his file. He grabbed it back. I snatched it away. He clutched at the other end. We saw-sawed back and forth.

I gave up and wrote an angry letter to the head of year - "Mike is getting anal about his English file. Can you do something about it?" After gentle persuasion, the file was duly delivered. Inside were 60 sheets of blank paper, stories about Princess Di, articles about the Liverpool sextuplets and drawings of Bambi. Not quite what I expected, as we were doing Crime and Punishment at the time.

In the fifth year, we got on much better, as I didn't have to teach him. He came and told me his worries: that he was too slow, that his writing never felt real "like in a proper book" that he would never grow up. He acquired a mate, called Mary. She used to hit him

when he was silly. Mary wanted to be a painter and decorator when she left school.

"She's training to be a man," said Mikey. WHUP! went Mary, smacking him on the back. "She's going to whistle after boys in the street from her ladder." WHUP! twice as hard. "Do you fancy going to the theatre as a leaving treat?" I asked. "I'd rather go to the zoo," said Mike, always honest.

Mike, an Easter leaver, is going to be a painter and decorator too. By the time you read this, he will be out earning a living. I have visions of a chubby little painter and decorator saying to a bemused householder, "No you can't have this wallpaper up! I bought it. It's mine!"

Lifelines might prepare children for the outside world, but is the world ready to receive Mike and others like him?

Anne Krisman is a media studies teacher.





Not so much a programme, more a way of life

Nick Baker looks in on a local radio station breaking new ground to highlight the interests and problems of the young.



For the 20 or so young people between the ages of 15 and 24 who form the production team, *Turn It Up*, Radio Sussex's music and features programme for the young, is a weekly social event, a forum for the important and not so important issues and the opportunity to learn about radio by taking over a station for an hour and a half every Sunday. For its estimated 10,000 young listeners, it provides virtually the only pop music coverage from the station's output: the average Radio Sussex listener is likely to be in his or her late 50's.

"Taking over the station" is no exaggeration. Education producer Gareth Rogers, the man in charge, isn't even in the studio at 7pm when the programme starts. He's down in the office, telling me the *Turn It Up* story, with *Turn It Up* turned off.

The programme's original format was much the same as other local radio stations' youth/music output - presented by a professional DJ and using the voices and ideas of young people only peripherally. Ex-history teacher Gareth Rogers took over the programme in April 1984, and with the aid of Chris Stone, who is funded by the MSC, "new blood" was sought.

Contributions were canvassed on air. Rogers, giving talks on the media in local schools, began to get asked "How do I get into broadcasting?" Pupils found, to their delight, that they could "get into broadcasting" by turning up at their local radio station the following week. Regulars on phone-in competitions started coming to the planning meetings.

Upstairs in the studio, *Turn It Up* is well under way. Everybody is unpaid, including Tim Jeffery whose turn it is to sit at the control desk, "driving" the programme. All have received training in the various skills, including recording on the notoriously clumsy Uher portable tape recorders, editing, interviewing and presentation.

While the programme's weekly guide to the music scene informs Sussex that "Living in Custard are on at the Zap Club," Rogers explains the policy of the programme: "I have the absolute power of veto over what goes out, but the content of the programme is very much up to the team."

Tim Jeffery asks "Can they do a dedication with the word codpiece in it?" A brief discussion

Duncan Hewitt has no trouble finding some young unemployed to interview on Hastings' seafront: a "youth black spot".

Above, back in the studio interviewing the Hill Billy Brothers rock band.

follows about what a codpiece is. Rogers readily assents and Jeffery gives the thumbs up to 19-year-old presenter Duncan Hewitt.

"Most of the battles aren't about what can or can't be said over the airwaves," Rogers continues. "They're about technical things like editing and getting good sound levels." He trusts the more experienced team members enough that he feels it unnecessary to listen to all the taped material prior to broadcast.

After a taped interview with an alternative comedian and some more music, there's a detailed feature by unemployed graduate Mark Coles on how to get the best out of the DHSS. Social security is a crisis issue for many of the young people on the South Coast.

It is this mix of music and speech, lightness and seriousness that *Turn It Up* aims at. Its early Sunday evening slot stands in good stead, "delivering" young listeners who have tuned to Radio Sussex on VHF so they can hear the top 40 in stereo. In a sense, the programme has to do more feature style items because of its limited need time (the time allotted for playing records on which royalties have to be paid). At the same time, because the programme is the only one on the station aimed specifically at the under-25s, and because its Brighton base is a top touring venue, the young broadcasters have been able to interview some big names like Gary Glitter, Alexei Sayle, Jimmy Cliff and Style Council.

At the regular Tuesday evening planning meetings, anybody with an idea is likely to be told "go out and do it". Few ideas put up are rejected out of hand. Current *Turn It Up* thinking is concerned that the programme is too Brighton-based, so the team are working on a series of specials from other Sussex towns.

Hastings is the first of these and I accompanied team member Duncan Hewitt on a fact finding mission to this "youth black spot". First stop, the tiny studio in the White Rock Pavilion to interview Shelter campaign organizer Ian Sier about the latest position on DHSS board and lodging payments for people under 26. New DHSS regulations limited the time young people were allowed to claim board and lodging allowance in Hastings to two weeks, because it is a seaside town. Shelter vehemently deny that the south coast has become the "Costa del Dole", with young people able to take seaside holidays at the taxpayers' expense.

"We believe that between 260 and 300 people have had their benefit cut altogether by the new regulations. Most of the young people affected who come to the Housing Aid Centre are living locally and are only in board and lodging because there isn't enough private accommodation available to them," Ian Sier says.

Their problems became further complicated when the new regulations were declared illegal. This left many of those we talked to on the sea front confused and in need of advice. Some may be entitled to back payment of benefit lost, but none have any idea of how to claim it.

Below, Mike Bloxham, welfare rights adviser, describes the havoc caused to young people living in Hastings by the recent cuts in social security lodging allowances.



Local freelance journalist Jonathan Mel-denhall, another useful *Turn It Up* contact, chips in about Hastings' housing crisis with some figures from a current Audit Commission profile which show that the level of overall deprivation in Hastings is greater than that of towns like Oldham and Walsall.

The programme's "Hastings correspondent" Kevin Townner, part of the town's 20 per cent male unemployment, is adamant that most of the young people there are not part of the Costa del Dole phenomenon. "The kids who are wandering round Hastings today are the same people who have been wandering around for years," he says.

Kevin takes us to the Hastings Unemployed Claimants' Advice Centre to meet welfare rights worker Mike Bloxham, who is to be interviewed live on the special programme. The centre deals with 250 appeals a week for help, a figure recently inflated by the new regulations on board and lodgings. "We used to boast that nobody left us without a bed for the night - even filthy smelly itinerants," Bloxham tells us. "We can't do any more." Reducing board and lodging payments to £33 in Hastings made the young unemployed "less of a bargain" to local landlords.

Drugs are an inevitable part of the problem. The well-publicized murder of a local heroin dealer brought the town to the nation's attention last year as a centre for drug sales in the area. Three of Mike Bloxham's last twenty clients have had drug-related problems. One in five of the addicts treated in Brighton's drug clinic come from the Hastings area.

Last stop in the town - the promenade, where Kevin Townner has no difficulty in rounding up some bored looking young people to do some vox pop interviews. They all bear out what the "experts" have said. All regard themselves as Hastings residents, none (understandably) want to talk about the drugs scene, all are unemployed.

Much of the responsibility of putting together what promises to be a hard-hitting if depressing programme will fall to Nick Ware and Tim Jeffery, production veterans at 24-years-old. Both had limited experience of radio before coming as volunteers to *Turn It Up* - Nick in university radio, Tim for a short time in radio in Hong Kong. Both agree that it was Radio Sussex that gave them the opportunity to learn the radio skills that have led them both to be employed by the station as freelance production assistants. This means that they get between two and six days a week working as presenters and reporters on Sussex's "mainstream" output. They remain loyal to *Turn It Up*, helping with training and contributing to the programme as unpaid workers, simply because they enjoy it.

Education producer Gareth Rogers stresses that the programme doesn't aim to be an alternative to more formal training, and that for most of the younger people involved, the programme is not a back door to broadcasting, but as something to be done for the love of it. All the same, he's pleased at the success that Tim, Nick and a couple of others have had in making the break as professionals: "When the programme started to operate in this way, there were raised eyebrows among the staff at the sudden influx of young people with odd hairstyles rushing about and booking studios. We're pleased that people have made it because it's a good reflection on the programme."

Turn It Up can be heard in the Sussex area on Sundays between 7 and 8.30pm on 202 or 258m Medium Wave or 95.3 or 101 Mhz, VHF.

FEATURES

The hooligan code

There is little schools alone can do to counter the gang ethic of the aggressive male, researchers into football violence tell Hugh Richards.



Describing football hooligans as "mindless animals", as so many press reports have, is the first step towards failing to understand the causes of such violence, according to a team of Leicester University sociologists who have been studying the problem for seven years.

John Williams's fieldwork has taken him abroad with British soccer fans, as well as on to council estates to examine the social backgrounds of many supporters. To understand these young men, he has had to develop a rapport with them. "The work couldn't be done by an outsider," he says. "You must be able to talk to them on their wavelength and dress and look like them."

The picture emerging from this research is of a world with values markedly different to those in what passes for conventional, respectable life; a world that is characterized by extremely aggressive male behaviour.

Eric Dunning, senior researcher in the group, explains: "Children are rapidly separated from each other by age group and by sex and develop a strong sense of territorial identity."

"They start playing in the street at a comparatively early age, largely independent of adult control. Relations with their peers are relatively violent from an early age and hierarchies develop according to age, strength and physical prowess."

"Girls get drawn into the family, being expected to help their mothers about the house. The boys, with no such pressures on them, form a strong sense of identity with their peers and groups develop. They come into conflict with similar groups from other communities, and prestige is acquired by the best fighters."

"This pattern is reinforced by the values of dominant males in these societies. Boys are told they must stand up for themselves, and there's frequent resort to violence."

They feel themselves to be social outsiders and deeply resent the rest of society. This, in its turn, reinforces loyalty to the group in its opposition to outsiders.

Some researchers have tended to see hooliganism as working-class resistance. "That may well be there, but we've got to remember that for these men the fighting and violence are actually very exciting," says John Williams.

"Violence at football - the Leicester team point out that speaking of "the terraces" is out of date, policing having driven the worst fighting into the stands or out of the ground altogether - shocks because so little is known of the world in which such people live. "They are just as aggressive on a Friday night in the city centre, but aren't in the public eye. There's a basic lack of knowledge of quite how different, aggressive and brutal many people's lives are", says Williams.

"It's a reality not reflected by the world most of us live in, or by the media. When it bursts out into the conventional world it creates a great shock."

Many of these boys saw little point in school. "There is a tendency to identify the activities of schools with the kind of things they try to stress as feminine. Writing, reading and clerical work don't involve their masculinity," says Williams. "It's a very basic problem for schools to combat, outside experiences can set up a counter-culture in the playground, at break and lunch-times and in the classroom. A lot of truancy occurs, which only reinforces the problems."

"Inevitably, people hunting for single explanations for football violence fasten onto schools. At the time of the Luton-Millwall match Mrs Thatcher linked the trouble with alleged failings of teachers. But schools are fighting the tides of a

'Fighting and violence are very exciting... there's a lack of knowledge about how different and brutal many peoples' lives are.'

masculine aggressive society and the bellicose style of national politics."

Any impact schools could have would only be at the margins. As John Williams says, the football hooligans' views of their masculinity are not unique to them. "It's the manner in which they express it that is unacceptable. Many of the values expressed by lads when they are abroad are precisely those celebrated in the Falklands war."

He rejects the idea that more corporal punishment in schools would help. "There is already a fair degree of violence in these people's lives so they are unlikely to be deterred by more. It is rather like the 'hair of the dog' theory of hangovers."

Eric Dunning believes schools should look for more positive approaches. "They can try to form links with clubs and get players to come in and talk to pupils. There must be an attempt to educate for leisure and an important part of this is the ethics of watching major sport."

And John Williams suggests: "What schools can do in the early years of schooling, when many activities are related to play and learning to interact with others, is to break down the rigid gender roles produced by communities of this type."

"These are extremely ambitious aims," he admits. "The outside pressures on children are such that those you are trying to reach are likely to be the most resistant."

The message of the Leicester researchers is clear: schools are not to blame for football violence, neither can they solve it alone. More effective policing of football crowds may contain it or drive it elsewhere, but young male violence will only be curbed when there is a concerted effort to break down the value systems which produce it.

Review

Sustaining a myth

Saving Civilization. Yeats, Eliot and Auden Between the Wars. By Lucy McDermid. Cambridge University Press £7.95. 0 521 26930 X. Letters from Iceland. By W H Auden and Louis MacNeice. Faber £3.95. 0 571 13297 9.

Robert Lowell in one of his last poems said of a student of his that "she must be very young" because "she dissects Auden in the past tense". All three poets discussed here, in this brief, bright unsatisfactory book are of course "past tense". Much "dissected", they are no longer, to use Auden's famous image from "Spain", "poets exploding like bombs". They are merely texts. This is not, of course, a word which makes everyone dismal. Indeed it positively excites some people, who would use it to cover everything from a poem to a laundry list if they could.

There are no laundry lists in this book, but the prose sides or serves of the poets are certainly heavily drawn on, the only chapter which discusses the poems in any very sustained way is the last, while the poems which seem to offer the most sustaining fodder for the theme are often, to use Auden's term, the "woozies": Yeats's marching songs, Eliot's *The Rock*, Auden's "Epithalamium" and (unpublished) "In the year of my youth..." etc.

But both as a title and as a regulating idea, "saving civilization" is certainly a very bright wheeze. It was something of an intellectual catch phrase of the time, particularly of the rumbling, activist Thirties, liable to turn up in what Auden called the "elderly rubbish" of dictators ranting on the steam radio. But it was also a beguiling



Auden, Eliot and Yeats

phrase for poets, suggesting plausibly one way in which they might have a valid role, perhaps as spiritual downers to parched societies. The book is partly a study in how these poets wished both to resist and (on their own terms) to conform to the idea that their art should be socially instrumental in the manner indicated. And this undoubtedly influenced both the form and the content of their poems.

It is fascinating to watch the progress of the idea

"civilization" here. Yeats and Eliot are again it, to start with. They use the word to refer to the forces which crush modern life into something mean and sordid. Later they recant a bit. But Yeats keeps his fierce, Nietzschean side and Eliot keeps his sceptical intelligence. He notes that almost everybody would profess to be "for" civilization, probably including Hitler, Franco, Mussolini and Stalin. "Do we all mean the same thing?" he asks drily. Auden, born later, is more sceptical still.

Yet all three sustain, however variously, one historical myth: that of a decisive break-up of a civilization that was admirably integrated, somehow, in the Middle Ages.

There may be something fundamentally irrational about all this. But I wish the author of this book had not stooped to gild the idea quite so crudely. She solemnly quotes Lucky Jim as an authority on medieval inadequacies, and constructs a crude Hollywood history version of what all three poets are assumed to have believed. "The yule log burned brightly in the hearth in the castle", etc. It is a pity that one has finally still to ask of a book which contains useful information and adroit discussion whether it was written by a true or false friend of its subjects.

Though one may sense ironic overtones to the blurb's description of *Letters from Iceland* (pub 1937) as "a Thirties classic", especially as there is a romping, slightly adolescent air about the poet's progress, the "brilliance" is offset by the rather grim backdrop of Iceland itself and the looming political scene. The feeling of a precise, disturbing moment in history is memorably conveyed. And besides the comments on Iceland past and present there is the "Letter to Lord Byron", beguiling, high-spirited, one of the best things Auden wrote, and letters to the (then) living, including R H S Crossman and the rather revealingly affected and self-deceiving ones of Auden to his mother. Still lively, too, is the joint-authored "Last Will and Testament". It was naughty of Auden to think of leaving it out of the 1964 edition.

Edward Neill

Second thoughts

British Poetry Since 1945. Edited by Edward Lucie-Smith. Penguin £3.95. 0 14 042 332 X.

The Man Named East and Other New Poems. By Peter Redgrove. Routledge and Kegan Paul £4.95. 0 7102 0014 5.

The Young Pobble's Guide to His Toes. By Gavin Ewart. Hutchinson £5.95. 0 09 160251 3.

Collected Poems. By Theodore Roethke. Faber Paperbacks £4.95. 0 571 13547 1.

Geoffrey Hill: Essays on His Work. Edited by Peter Robinson. Open University Press £5.95. 0 335 10587 4.

Despite Edward Lucie-Smith's coyly defensive introduction ("to publish an anthology is to turn oneself into a phoebus on the first day of August") there are many reasons to welcome a revised edition of *British Poetry Since 1945*. Chief among them is Lucie-Smith's decision to preserve — and indeed extend — the system by which he grouped similar poets in the original 1970 edition. Ingeniously, he hopes that this does not imply critical judgements, when of course it does. But

neither this nor his frank admission that "there are poets whose work means so little to me, even in a purely negative sense, that I have almost automatically left them out" really matters. What is far more important (though perhaps not for such a self-offering critic as Lucie-Smith to say) is that his system works. It worked in the original edition and it works again now.

It is useful for the non-specialist reader to see some of the poets not included in 1970 — James Fenton, Craig Raine and David Constantine *inter alia* — grouped together as "University Wits". It is useful for the book to gather together groups of the new Scottish and "Belfast" poets in the same way as it deals with "The Liverpool Poets" (as useful, anyway, as it ever was for Peter Porter, Peter Redgrove, George Macbeth and Lucie-Smith himself to have been brought together under the banner of "The Group").

More than most disciplines, contemporary poetry is a critical minefield. In his introduction to the new edition, Lucie-Smith candidly admits errors of emphasis in the contents of the old. Auden, he now concedes, "the late, American Auden" — presumably the flip, colloquial master who had said "Goodbye to the Mezzogiorno" in

1958 — was an important influence after all (as some knew all along). Time will undoubtedly render one or two of his current opinions equally misguided. For the next few years, however, *British Poetry Since 1945* will remain the best general guide to the main currents of thought.

What it cannot do, and wisely does not attempt, is chart the minor eddies caused by the publication of new collections. Like many, Peter Redgrove's latest, *The Man Named East*, will cause hardly a ripple. It is "more of the same", a continuation of the preoccupation with the unconscious which has been noted in his last couple of volumes. This gives many of the poems an irritating elusiveness: their fusion of elements from Redgrove's native Cornwall and the *arcana* (a favourite word) of Jungian psychology is sometimes satisfactory; more often, not.

No such problems with meaning will trouble the reader of *The Young Pobble's Guide to His Toes*. Despite its juvenile-sounding title (derived, of course, from Edward Lear) Gavin Ewart's new volume is a collection of adult meditations on age, sex and the other important things in life — "The Retirement from Rugby Football of Bill Beaumont", say, or "The Dugong". Accessible

and funny though many of them are — and Ewart is effortlessly pre-eminent as a writer of light verse — the poems are also marked by consistent technical virtuosity. They have to be: lacking Ewart's sense of style and form, few other poets could have got away with either "The Falklands, 1982" or the curiously moving "I.M. Anthony Blunt".

Two further additions to the poetry shelf: Theodore Roethke's *Collected Poems* is — just — worthy of a place as the testament of a man who so nearly made it, in art and indeed in life. Essentially an American, forever at one remove from the European modernist tradition he so admired, Roethke (1908-63) wrote endlessly of plants and vegetable life. He was an assured technician, but the weeds of his own mental instability are never far below the surface.

Geoffrey Hill: *Essays on His Work* is a Festschrift gathered together for no better reason than that no one had organized one before. Peter Robinson's collection of new essays by critics and fellow-poets repairs this omission and both celebrates and illuminates the work of an original and under-rated talent.

Hugh David

Forbidden planet

Helliconia Winter. By Brian Aldiss. Jonathan Cape £8.95. 0 224 01847 7.

Helliconia Winter completes Brian Aldiss's epic trilogy, and confirms what a grand scale of work he has achieved. On his invented planet, with its seasons spanning many terrestrial centuries, he traces the development of human society from the nomadic hunter cultures of *Helliconia Spring*, through the personal and political intrigues of *Summer*, and on to the primitively technological peoples of *Winter*, about to be plunged again into the inevitable, inescapable darkness of that long winter. It is a grim, fatalistic existence.

In that cold season, the phagors, the other dominant species on Helliconia, and human-kind's ancient enemy, will again dominate the planet until the return of heat. The two species are locked in a mutually antagonistic but wholly interdependent symbiosis, at the mercy of biolo-

gical and meteorological imperatives beyond their control, or even understanding. Aldiss takes us through one great revolution of the planet's cycle, bound to repeat itself over the long centuries of ebb and flow, growth and contraction.

The opening volume makes the broadest sweep, a largely impersonal, densely populated panorama of a rapidly blossoming society. Both *Summer* and *Winter* employ a more directly novelistic scale, focusing on the preoccupied protagonists in their specific moment, while *Helliconia*'s slowly unravelling epic sweeps through the interstices of their personal dramas. The destruction and rebuilding of Earth, constant watchers of their own implicit past from the Earth Observation Station orbiting Helliconia (at least until the hopelessly introverted society on it finally lapses into barbarism), passes almost as a footnote to the great, stately processes of Helliconian history.

Work on this scale is rarely seen in the mainstream novel now, but science fiction lends itself to it. Like his mainstream work, *Life in the West* (1980), *Helliconia* undertakes a far-ranging examination of a society, complete with what Aldiss describes as his "lectureries", philosophical digressions scattered through the text. A reading of both demonstrates science fiction's greater capacity to absorb large ideas; if it too often has nothing else to offer, that it is not a charge which can be laid at Aldiss's door. The *Helliconia* trilogy occupies space which the mainstream novel, in this country at least, has largely abandoned.

Aldiss brings to his creation an acute literary awareness, honed not only in his science fiction (*Non-Stop*, *Greybeard*) and fantasy (*The Malacia Tapestry*), but also in conventional novels like the *Horatio Stubbs* Saga. He has shown a consistent inclination to literary experiment in his fiction, bringing such exotic forms as the *novel*

roman (*Report on Probability A*) and Joycean linguistic play (*Barfote in the Head*) into his genre work, as well as producing excellent pastiches cum reworkings of Shelley (*Frankenstein Unbound*) and Wells (*Moreau's Other Island*).

It would be fruitless to attempt any brief synopsis of the *Helliconia* books; the awesome grandeur of the concept must be experienced entire, as the architecture gradually unfolds before the reader. If the scope of the work is not new in science fiction circles, the seriousness and depth of his invention can scarcely be matched (only Gene Wolfe's *Book of the New Sun* and Samuel Delany's *Neveryon* trilogy come readily to mind). It would be a great shame if readers were to allow the genre label to deter them from a stay on the strange and wonderful planet of Helliconia; it is, after all, our world they will find mirrored there.

Kenny Mathieson

ARTS

Having made a conscious effort last year to highlight the then imminent British Film Year promotion, the Edinburgh Film Festival this year finds itself in the ironic position of losing both the major commercial releases which director Jim Hickey had scheduled. Ridley Scott's withdrawal of *Legend* in order to show it in competition at Venice seems particularly disloyal, given Edinburgh's previous commitment to both *Alien* and *Blade Runner*. The subsequent late loss of *The Girl in the Picture*, lacking a soundtrack, completed a frustrating sequence. As a consequence, the Edinburgh programme turned into a kind of alternative British Film Year, showing a range of films from outside the mainstream of the British film tradition.

It was appropriate, then, that the recently restored *The Life and Death of Colonel Blimp* should have opened the selection; Powell and Pressburger also stand aside from the central strand of British cinema. Nicolas Roeg is another British rebel; his work is always international in character, and informed by a highly individual vision, at once erotic and cerebral. Roeg is interested in emotion and idea rather than story, and *Instinct* departs from his familiar intensity only in being more overtly comic than its predecessor. Adapted from Terry Johnston's successful stage production, it provides a brilliant example of one alternative way to use the central British tradition of a cinema steeped in, and working from, literary sources and models.

Ken Russell, too, is a British director of international standing who does not fit easily into that tradition. His increasingly excessive features on composers and artists, culminating in the dreadful *Lisztomania*, challenged all the stereotypes of both the cinema and the documentary tradition with which he began at the BBC. His latest film, produced in the American independent production system at about one-third the cost of a Hollywood equivalent, has already attracted much controversy (and substantial cuts) in the US; indeed, the festival programme carried two adjacent entries for the film, illustrating the extremes of critical reception.

Crimes of Passion is a lurid investigation of certain strands of American life. Joanna Crane (Kathleen Turner) is a successful designer by day, a prostitute specializing in humiliation by night. Her customers act out male fantasies of violence and violation, but she wields the power. Bobby Grady (John Laughlin) is a small businessman and ex-high school athlete, unhappily married in the deadening suburbs, where his wife Amy has lost all sense of direction and purpose, diverted into a continuing and meaningless desire to possess more and more things — a hot tub, a dishwasher, a video recorder. Joanna and Bobby meet, and their relationship develops as each changes the other; the denouement, featuring Anthony Perkins as a crazed minister menacing Joanna, is more than a little reminiscent of *Psycho*.

Russell brings to all this his usual distinctive visual style, and an often disturbing directness in confronting the sleazier reaches of physical and mental violence against women. The subject is inevitably sensational, but the sexual scenes, while highly explicit and often shocking, avoid any prurient lingering (there is surprisingly little nudity). As a film directly concerned with fantasy — and intended as a black comedy — it is in no sense subtle. Russell drives his points home with sledgehammer relentlessness, in the garish colouring, the overtly "written" and artificial dialogue, and characterization by stereotype. It is a film made to be controversial, and will engage as many as it impresses.

Controversy will just as inevitably follow Stephen Frears' *My Beautiful Laundrette*. Made for Channel 4, it explodes the stereotypes of Pakistani community life in modern London through a relentless (and eventually predictably mechanical) subversion of norms. The central focus of the film is on the homosexual relationship between Omar and his former school friend (and reformed NF thug) Johnny. They take over Omar's uncle's



Left: Kathleen Turner and Anthony Perkins in 'Crimes of Passion'; right: Daniel Day Lewis and Gordon Warneke in 'My Beautiful Laundrette'



Alternative offerings

Kenny Mathieson at the Edinburgh Film Festival

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laundrette and turn it into a palatial and thriving concern with money stolen from Omar's cousin Salim, a successful businessman whose prosperity is based on drug smuggling. His uncle, meanwhile, maintains a mistress, a respectable family "front" (despite a rebellious daughter), and a respected position in the community, but is basically a crook. The disintegration of this façade is intended as a stripping away of the veneer from the "enterprise culture," but comes over as more baroque fantasy than searching social indictment.

Derck Jarman stands even further aside from the central tradition of British film-making, and has been consistently critical of the film establishment for its failure to encourage, or even permit, innovative and experimental film-makers. Lack of finance has delayed the completion of a new feature length film for several years, but his discovery of a method of transferring Super-8 to 35mm via videotape has allowed him to complete *The Angelic Conversation*. Jarman's "home movie" is distinctly experimental; strangely tinted and shot in a jerky stop-go motion in large parts, it all but foregoes the staples of narrative cinema, and forces the viewer to concentrate very precisely on what is being attempted with the visual image and sound.

That these are not uniformly absorb-

ing is to be expected; the film seemed overlong and at times self-indulgent, but was as often fascinating, confirming that Jarman's greatest strength lies in his sense of visual style. While the film images and music are wholly integrated, Judi Dench's readings from 14 of Shakespeare's Sonnets are merely imposed on top of vaguely corresponding images in a highly conventional and, for a film-maker like Jarman, strangely inappropriate style; his desire to use the Sonnets as a kind of gay propaganda seems to have overruled his artistic instincts on this occasion.

The festival also featured its customary selection of shorts and documentary features. Among these, Ian Potts documentary on the activities of Mass Observation, *Stranger Than Fiction*, Ron Peck's witty history *When Can I Do With a Male Nidder?*, Conny Templeman's intricate comedy thriller *To Hell and Back Before Breakfast*, and the visually arresting *Wings of Death* particularly caught the attention.

While there was much encouraging native talent on show, the fact that the world's longest running film festival had to rely on a television film and a consciously experimental release for half of their major British features does not argue very convincingly for the renaissance of mainstream British cinema which the organizers of British Film Year so confidently proclaim.

Playhouse

South West of England Shakespeare Trust

Any company that persists with open air theatre in this underwater summer needs to be well supplied with optimism, dedication and ingenuity. All these qualities are possessed in abundant measure by the specially selected group of amateur actors who work with the newly formed South West of England Shakespeare Trust at Chilworth near Chard in Somerset. During June and July they performed *Lear* and an astonishingly athletic, witty and entrancing *Midsummer Night's Dream* in a wide woodland glade. The ha-ha to the west was cleverly exploited for dramatic entrances and exits, and beyond that (when the weather allowed) the backdrop was formed by the sunset along the line of the Blackdown Hills. The company deserves more clear skies for the August productions of *The Tempest* and *The Merry Wives of Windsor*.

The late Professor G R Wilson Knight, who was the Trust's first president, saw it as an opportunity for all those who desire to take part in the production of Shakespeare's plays, to establish through Shakespeare a new dimension to our cultural life. The Lord Olivier and Dame Peggy Ashcroft are among the many theatrical people who have given support and encouragement to this venture, firmly



rooted in the six counties of the South West. Three weeks after Professor Knight's death in March this year, the Trust was able to purchase Chilworth House. Built in 1800 to the exact model of the Elizabethan manor that previously stood on the site, it was once the home of the novelist Monica Dickens's other grandfather. Now Paul Lumkin, the Trust's administrator, lives there with his wife and children, and about 20 unemployed young people, all of whom are involved with the Shakespearean productions as well as

helping to maintain the estate and gardens.

John Clatworthy is the artistic director of the Trust and the producer of the public performances. A former teacher, he now specializes in working with amateur productions at a high level, and has his own company near his home at Crediton. He and Paul Lumkin hope that the Clatworthy actors will be taking Shakespeare into local schools in the autumn; and he is already thinking about next year's performances. The plays have been

Musical fireworks

National Youth Brass Band of Scotland Scottish National Orchestra Junior and Youth Chorus, Usher Hall, Edinburgh, August 18

The Peat Cutters by Peter Maxwell Davies is a musical reflection on a disastrous hill fire last year on the island of Hoy. It documents in five movements the progress of the fire from the dropping of the first cigarette stub to the rampant destruction of plant and animal life, graphically encapsulated in the pavane of death of the golden eagle (the dance motif in keeping with the circular movement of the work as a whole) and its young. Unusually scored for youth and children's choir with brass band, the blend of young and more mature voices is skilfully used to interweave narrative and comment. The impact of *The Peat Cutters* comes from the composer's mastery of integration of poetry, vocal and instrumental forces, and particularly from his sparing use of the different sections of the brass band to create pictorial effect: the basses and trombones of death softly accompanying the descending night, the sun rising over blackened stubble punctuated by a single chord from the trebles.

Maxwell Davies's sensitively musical approach to the brass band was not to be found in many of the other works on the programme. Cedric Thorp Davie's *Variations on a Theme of Lully* were disappointingly un-Baroque and too often fortissimo, and the Elgar Severn Suite, though more faithful to Elgar's orchestral scoring in its new arrangement by Geoffrey Brand, seemed to have lost some of the composer's fingerprints. However, the inclusion of two items of Gallic refinement from the choir contributed to an original and enjoyable selection of music covering a range of styles and periods. The choir's diction in Ravel's *Trois Chansons* was excellent, while the Messe Basse of Fauré, despite a weak final *Agnus Dei*, was delightfully full of unmistakable pointers to the Requiem.

With just these two passing references to the Auld Alliance the concert was a distinctly Scottish celebration of International Youth Week.

Philippa Davidson

Human dimension

Tomorrow's Yesterdays — an Essex Records Office exhibition. Colchester Castle until September 8.

Thorpe-le-Soken's claim to fame is incidental, unlike that of its history-sufficient neighbour Colchester. It serves as a corner to snooty Frimton and faded Edmerston Walton. There were no battles here, no sieges. Boudicca never heard of it, nor did General Fairfax. Nobody of note visited except Arnold Bennett who bought a house and lived here until he and his wife parted.

Yet even this neck of the woods had its day. In 1888 it gave the world the "gentle giant" Frederick Kempster. Of normal growth until he reached the age of 12, he suddenly began to sprout, and having reached 7ft 8½ inches decided to make the best of it and become a show piece. There are photographs here taken in 1911 of the towering Mr Kempster performing feats like shaking hands with a Mrs Carter who leans from her first floor bedroom window. Alas for Mr Kempster, interned in Germany during the Great War he was so broken in health that he died on his return to Thorpe, aged 30.

It is just the kind of story, repeatable in many a humble village, that gives a human dimension to the much more politically relevant documentation that prompts the organizers of the show to describe the Colchester contribution modestly as an "outstanding archive". Which, with its many illuminated charters, its cash book and photographic references, it undoubtedly is.

Shirley Toulson

Ray Rushton

Centre stage

Hockney Paints the Stage.
Hayward Gallery
Until September 29

Asked why he decided to bleach his brown hair, David Hockney explained "It said on the bottle 'Blondes have more fun'". If by fun he meant a dedication to visual excitement, then his exhibition is a splendid tribute to the sybaritic life.

It stands as a work of art in its own right and covers all his stage work. Seven gallery-scale recreations of the Glyndebourne and New York productions which he designed and painted specifically for the exhibition are intermittently enhanced by the music of Stravinsky, Ravel and Mozart. These inspired designs are the composers' music absorbed and translated into a visual form which enriches but never intrudes.

Hogarth's *Rake's Progress* engravings, which inspired Stravinsky's music, are also the source of Hockney's graphic technique for the opera's sets and costumes. They are a miracle of linear variety; hatching, cross-hatching and lettering in 18th century standard printing colours give a restrained

yet opulent effect which teems with ingenious devices.

For the New York Metropolitan Opera's trio of French works, *Donizetti, Les Mamelles de Tiroles* and *L'Enfant et les Sortilèges*, Hockney responds with a deceptively effortless style in which dazzling colours reverberate. For Ravel's *L'Enfant* the dream garden has been created as a walk-in environment which draws the viewer onto the stage to face an invisible audience. Sets for *The Magic Flute* have a dramatic intensity which is not in any way diminished by the formal technique of the paintwork. The shifting waterfalls descend in tiers between dark majestic rocks; the effect is astonishing.

Adding to the total theatrical experience, variations in lighting occur which alter colour combinations or light up individual faces, thus creating the illusion of performance in this dream world of an exhibition.

Betty Tadman

Right: part of the auction scene for Stravinsky's opera "The Rake's Progress"



Words on film

British Cinema Now. Edited by Martyn Auty and Nick Roddick.
British Film Institute £12.00 0 85170 130 2. £5.95. 131 0.

Film Making in 1930s Britain. By Rachael Low.
George Allen and Unwin £12.95. 0 04 791041 9.

It is a pleasure – and a relief – to find two books on British cinema published in British Film Year that one can recommend, all the more so since *British Cinema Now*, a collection of articles by various writers with an obsolescent title, looked at first glance as though it might turn out to be another batch of platitudes or ill-digested interviews cobbled together for the occasion.

In fact, the essays are generally well-written, informative and not over-ambitious. Each author takes a particular aspect of contemporary British cinema: audiences and finance (Nick Roddick, Matthew Silverstone and Quentin Bell); producers and distributors (Robert Murphy, Martyn Auty, Archie Tail); independent (Sheila Whittaker); the product, the stars and the critics (Sheila Johnston, Julian Pettley, Steve Jenkins); and the future (Geoffrey Nowell-Smith). They look at them in the light of the Government's recent Film Bill, the

changing relationship between the industry and television and other aspects of contemporary film culture, to give a readable and concise survey of the scene.

The need for a productive collaboration with television is a theme touched on by several contributors. As Geoffrey Nowell-Smith points out, cinema could survive in this country without British films, and British films without cinema; but the survival of the industry is not the same as a "film culture" and this, according to Nowell-Smith, is what "merits public attention and concern". The stop-go intervention of governments, from the Twenties to the 1985 Film Bill, has been least damaging, unfortunately, when showing the indifference of the stop phases. On "go" it tends to produce the kind of disasters studied in Margaret Dickinson and Sarah Street's *Cinema and State*, published by the BFI in February, and the most blatant example, the quota system introduced in 1927, plays a recurrent role in Rachael Low's account of the industry during the Thirties.

Rachael Low's book is the final part of her seven-volume history of British film; the project is being continued from 1939 onwards in four volumes by researchers at the University of East Anglia and the University of Kent. The fact that the later parts will be a

collaborative enterprise is a measure of Rachael Low's achievement in what has become her life's work. It is an astonishing effort. Not a book, perhaps, that most people will find hard to put down, but essential for anyone interested in British cinema. More than one-third of the text consists of reference material and the rest is comprehensive study of the film industry from the coming of sound, with exceptionally informative chapters on the quota system, censorship, the introduction of sound and experiments with colour. The quality of Rachael Low's research, her ability to present its results in a readable form and her grasp of the technicalities is impressive: the chapters on colour, the language barriers created by the arrival of the "talkies", and the problems of early sound studios examine topics of interest to any student of film history.

The first two chapters study the organization of the industry, the last two cover the studios and their product. The emphasis on the industrial background, rather than the aesthetic quality of the films, helps to put them in a context which makes this a necessary addition to the library of any school or college teaching film or media studies.

Robin Buss

City fringe

Zip Theatre
St Peter's Square, Wolverhampton

Zip is one of those lively community theatres that you find inhabiting old schools and disused warehouses in the inner city fringe of wherever you happen to be. Based in Wolverhampton and significantly funded by the borough council, they have been performing this summer an entertainment for children in St Peter's Square, Wolverhampton.

I rode to the show on the "Zippybus" – a double decker provided free by Midland Red North – which called at community centres, picking up excited youngsters. Zip musicians led the singing and we eventually arrived very noisily at the paved area which is St Peter's Square. The children settled down on a canvas drugged in front of the temporary stage, the musicians gave us a spirited overture complete with amplified kazooos and we were then treated to an hour of energetic and relentlessly knockabout entertainment by the four actors.

The production took the form of a series of sketches, each one showing a stage in the development of warfare and weapons. It was done at a considerable pace and with great ingenuity, the highlight being a Great War dogfight during which the Red Baron and an intercepted RFC hero zoomed



around the square to the accompaniment of machine gun noises from the audience.

The intention of the production was to show children that the history of mankind is in fact the history of weapons, the final scene of all would be the ultimate folly. Right at the end the preaching of the message emerged from the wrappings of drama and became explicit – "don't you think it's stupid to kill people kids?" I was unsure of the effectiveness of this and I felt that a lot of the children had

switched off by the time the punchline came.

Still it was done with great skill and care and sincerity. The work of this theatre group deserves the greatest measure of support for they benefit thousands of people in an amazingly cost-effective way. Certainly the children of Wolverhampton were delighted by this experience.

Gerald Haigh

Contemporary notes

Michael Tippett. By Melron Bowen. 0 86051 282 7. Peter Maxwell Davies. By Paul Griffiths. 281 9.
Robson Books Contemporary Composers Series £4.95 each.

Sir Michael Tippett had to wait until middle age before his contribution to 20th-century music was recognized. Peter Maxwell Davies, at the age of 51, already has more playing hours of music to his credit than Stravinsky produced in a lifetime. Both composers, because of their involvement with and appeal for young people, are particularly appropriate subjects for inclusion in Robson's highly acclaimed Contemporary Composers series, which is aimed primarily at the student market.

Melron Bowen's study concentrates on Tippett's musical development, presenting a lucid and informative analysis of all the major works, in particular the opera and the oratorio *A Child of Our Time*. It was completed before *The Mask of Time*, premiered at the Proms last year, and therefore includes no comment on this work. As a compact yet serious study of Tippett's music, this book will be invaluable not only to music students but also

to the concert or opera goer needing a readable guide to selected works. The discussion of *The Midsummer Marriage*, currently in repertoire at the English National Opera, is particularly helpful. The composer himself talks openly with the author in a series of conversations illuminating the ideas – many drawn from literary sources and the work of other composers – that have influenced his music.

Paul Griffiths in his study of Maxwell Davies writes for the music student and the general reader who, he says, can "skip the interludes" devoted to analyses of the composer's two works *Antichrist* and *Ave Maria Stella* and read the rest of the book. A scant biographical chapter is followed by four "movements" concerned with Maxwell Davies's prolific output of orchestral, chamber and operatic works, including a chapter on *Taverner*. The composer's own notes on selected works, plus, as in the Tippett book, a transcript of an interview with the author, provide important insights into Maxwell Davies's own ideas about his music. Griffiths has thoughtfully provided a glossary of terms used in 20th-century music.

Philippa Davidson

Ghostly hero

Simon at Midnight
Young Vic

"One door closes, another door closes", says Simon with a shrug in Bernard Kops' new play. Simon is a failed idealist. We watch the death throes of his idealism on the night he is declared bankrupt. He paces the floor of his little East End factory, his son and daughter looking on with varying degrees of concern, and ponders the plight of the Jew. He conjures the presence of his ex-wife and the ghosts of his parents and as he does so, another, invisible ghost seems to take the stage. It is that of Willy Loman.

It's not just the ghost-conjuring that makes the characters similar. It's the feeling that suffering (for Loman the Depression, for Simon the escape from Eastern Europe, the poverty and political uncertainty of the East End) is meaningful, a worthy basis for optimism for your children if not yourself.

The comparisons end, though, when you consider *Simon at Midnight* in terms of dramatic quality. Its texture is

thin, its characters insubstantial and couched too much within the shorthand of the stereotype. Only the son, working on the fringes of the music business, worried more about his financial legacy than his cultural or emotional one, strikes a realistic note. The others, the dutiful daughter, the waggish brother, the mother who refuses to move from Whitechapel to Swiss Cottage, even the unfaithful wife, are more functional than real.

John Sichel's direction makes the ghosts run smoothly enough and the acting is warm and genuine. There's no shortage of Jewish *bon mots* – the sigh is the "Jewish Esperanto" – and the faint optimism provided by the old time musical accompaniment is cleverly handled. Simon finally favours "You put your whole self in, your whole self out . . . shake it all meaningful, the more pessimistic 'Dancing in the Dark' theme. However, it's hard not to see Arthur Miller's ghosts running about between Bernard Kops's.

Nick Baker

Recollections of the Golden Triangle. By Alain Robbe-Grillet. Translated by J.A. Underwood (John Calder £3.95). Published in 1978, this novel mixes themes from popular fiction and horror. The overtly sado-erotic fantasy is typical of Robbe-Grillet's work: there are vampires, a hanged girl and bodies gushing blood and the writing is at times too close to pulp fiction for parody.

Next week
Mary Jane Drummond on children's language development; Brian Morton on Yukio Mishima

Educational Supplement

1965-1985 Twenty years in SCOTLAND

When Willis Pickard asked me to write about the beginnings of *The TES Scotland* my immediate thoughts were about shortbread and mountains. The shortbread is easily explained. On September 18, 1965, the day after the first of three receptions to launch *TESS* (they were in turn in Glasgow, Aberdeen and Edinburgh), I was on my way down the stairs from the first-floor office in Hanover Street when I met Gavin Astor on his way up – with an armful of eight boxes of shortbread which he had just bought, one for each of those people immediately involved in the launching.

Gavin (later Lord) Astor was then chairman and owner of the Times Publishing Company. In May of that year the Times' board had agreed plans for modernization, development and expansion. I was then on the London staff, as assistant letters editor. Walter James, editor of *The TES*, asked me to come and see him, and told me of the proposals for a Scottish edition. Charles D S Gray – I quote from the recently-published history of *The Times*: "a Scot on the advertising side" – had as a result of "researches in the North established the need, if any success was to be gained, for a Scottish editor, a Scottish office, and a Scottish staff".

Charles Gray became advertising manager. I became editor. We were both in Edinburgh by July. Furnishings, partitions and further staff arrived to fill up the Hanover Street office in the course of the next two or three months. Several applicants for jobs thought we were to be a Scottish *Sunday Times* colour supplement. My first editorial supporters were Alan Bold (then a fresh young product of Edinburgh University) and Jean Reid, who as my deputy for 10 years worked from and for Glasgow and the West. Never has a region been more staunchly or effectively represented: also, Jean commanded widespread respect for the many general articles she wrote on Scottish education – for instance, on the workings of the Scottish Education Department.

The year 1965 was the last of the old Times Publishing Company as an Astor family concern. I confess to nostalgia for it, and to very great respect for Sir William Haley, the then editor, with whom my work in the letters department brought me into frequent contact: he was all for the new edition of *The TES* and commented kindly on its early issues. It was Gavin Astor, though, who came north to officiate at the launchings, and the shortbread gifts were pleasingly typical of him.

Shortbread and mountains. The mountains are the immense and innumerable features on the educational landscape that make me feel distanced – by much more than 20 years – from that adventurous autumn. We were in that far-off educational land of the Primary Memorandum and the Brunton report. The rich language (from the hand of J J Robertson, a lovely man) of the Advisory Council report still resonated from conference platforms. On one of my first days in Hanover Street, Lord Kilbrandon marched in to check that I knew (I did not) all about his report. Some people thought television could revolutionize education, just as some today think computers will. "Relevance" was only beginning to reveal its brute strength as an educational argument, so the classics were not yet under sentence. Robbins was virtually unchallenged, but Scotland's four ancient universities still seemed to have an endurable joint identity.

Ahead of us lay the land of innumerable mountains: mountains of money for a start – oh, how it was spent. Massive teacher recruitment. Countless in-service courses and conferences. New schools, further education colleges, colleges of education and universities. Comprehensive schooling. The Consultative Committee on the Curriculum. The General Teaching Council. Ruthven, Melville, Millar. Pre-school provision. Women's lib and a lot of other lib. Mini-skirts and long hair (oh, the disciplinary anguish!). Student unrest and codes of discipline. Guidance. The Jennie Lee impetus to funding the arts. Oil. The devolu-

In the beginning

Colin Maclean, the first editor, looks back

THE TIMES

Educational Supplement SCOTLAND

Comment

The first issue of the Educational Supplement for Scotland was published on September 18, 1965. It was a small, modest publication, but it was the beginning of a journey that would take us through many challenges and triumphs over the next 20 years.

At the time, the Educational Supplement was a relatively new concept, and we were unsure of its reception. However, we were determined to provide a platform for discussion and debate on educational issues in Scotland.

One of the first challenges we faced was the lack of a clear editorial direction. We had to establish a voice for the Supplement, one that would be both informative and engaging to our readers.

Over the years, we have seen the Supplement grow from a small, modest publication into a respected and influential voice in the Scottish educational community. We have been fortunate to have many talented writers and editors who have helped us achieve this.

As we look back on the first issue, we are struck by the sense of adventure and optimism that characterized the beginning of our journey. We are proud of what we have achieved and look forward to the future.

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NEW BODIES
Swords into
Plowshares
The National and Scottish
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and the
Scottish
Education
Department
have
jointly
published
this
book
which
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contribution
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Understanding
Mathematics
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Scotland.

James that we could come to their 1965 autumn conference and stand them a sherry reception but we could not attend the conference: we did not go. The headteachers let me have whatever copies were available of speeches delivered at their association's conference. After three years I was invited to attend their Saturday morning session. Then I was asked to speak to them. Then they moved from Dunblane to St Andrews, after which they almost begged the press to be present.

When the third issue of *TESS* was in preparation I had something of a battle with Dr W B Inglis: until then principal of Moray House, he had been appointed *TESS* educational adviser. He recoiled in horror and warned of awful repercussions if I dared publish a short (meant to be light but entirely factual) leader about the way students, young and mature, were treated at some colleges of education. I consulted Walter James – a man of warm intelligence and wide tolerance – and he told me not to worry. I didn't. I don't think anyone complained about the leader. Eventually W B I joined eagerly in some *TESS* forays, and once I was ticked off rather rudely at the SED for a hostile piece he had (anonymously) written. He was tremendously helpful to *TESS* right up to the day in 1971 when he collapsed and died in my office.

One university principal used appallingly bad language to me over the telephone about a leader I had written: from then on we were on rather good terms. I think the *TESS* presence was felt from quite soon after 1965. I do not claim that we revolutionized educational journalism in Scotland. We certainly extended it. We reported, informed, encouraged and augmented discussion about some revolutions in education. I have always abhorred corporal punishment, but I do not think that *TESS* budged it one bit: I would never have believed that it would disappear so soon, and under a Tory government.

In 20 years, attitudes to authority have changed, not least in the media. I myself tend to give more credit to radio and television than to the press for the main changes in media influence in the past 25 years, for pushing open doors that need to be opened and for challenging people who wish not to be challenged. But I must not overstate it: in spite of all this new sensitivity of the consumer, somehow there has also developed what sociological observers have come to call "the conditioned helplessness of the client classes" – in which process schools are seen to have a noteworthy role.

One set of doors I chose to use for entry to schools were the stage doors. I found that schools welcomed interest in their music and drama productions. Thereby one made relaxed contact with a lot of teachers and their work. I think that *TESS* must have held some record for coverage of *Olivers*. Thus it was that *TESS* came to cover the great development (which really began in the late 1960s) of instrumental teaching and of school, area and regional orchestras. So it was an immense personal pleasure for me eventually to chair the committee that brought the National Youth Orchestra of Scotland into existence.

Also *TESS* had the pleasure of reporting and supporting a remarkable growth of research, teaching and publishing in the fields of Scottish literature and history. I remember, when speaking at one of the 1965 launchings, attempting to round some phrase about helping Scottish education to see itself with greater clarity and to be itself with greater strength. David Munro, editor of the Scottish National Dictionary, was there. He was approached by one of the hosts from London and was asked who he was.

The Londoner told me that Mr Munro said his job was to try and put right as many as possible of the wrongs inflicted on Scotland by people from the south. My own, clearly biased, view is that over these years Scottish education has come round the mountains to be much more healthily Scottish than it was; this, even without Devolution. But it has some way to go.

of the 12 years I was with *TESS*, nor to suggest that the journey was all gloom – either for education or for those who worked at *TESS*. We enjoyed informing ourselves and trying to inform Scottish education about itself. We consulted widely. I went to Inverness to see the aged R R Rusk (he liked being called the three Rs; he founded the Scottish Council for Research in Education), and when at 92 he began to feel his age he wrote his obituary.

Some of the struggles of the early days were good journalistic fun. The Educational Institute of Scotland did not really want us, looking on us as intruders: eventually we established a reasonable rapport. Scottish education was in the main smugly self-satisfied, inclined to boast of its history and of its lads' o' pairs. Most of its school doors were closed to journalists as to parents. Roger Young invited me to George Watson's to meet a group of teachers over sherry: no other such invitation was received.

The directors of education told Walter

Not an attempt to summarize the last 20 years, more a flavour... with a few of the cartoons Bax Cooper has contributed since 1965.

Colleges swamped: pressure from the bulge "Scotland's colleges of education this year find themselves with nearly 2,700 girls to be fitted into the first year of the diploma course - 30 per cent more than last year's 2,000 and almost double the 1962 intake of 1,400."

September 17, 1965
Pioneer deal for profession
"The General Teaching Council for Scotland, the first of its kind in the world, was described on Tuesday by Mr R J Walker, past president of the Educational Institute of Scotland, as a pioneering deal for the teachers of the world."

November 5, 1965
University of the Air has three main purposes
March 4, 1966
Hamilton College prepares for autumn start

April 22, 1966
"Because of the teacher shortage part-time education was likely in some schools before the end of the year, Mr George Moore, chairman of Glasgow education committee, said on Monday."

August 26, 1966
Do not "drift" into career, Lord Reith tells students

November 4, 1966
"Harold Pinter's *The Homecoming* was given its first Scottish production by Glasgow University arts theatre group. Perhaps there need not be a second."

January 20, 1967
SED sees virtue in fewer authorities - independence and efficiency

May 12, 1967
SED supports independence for local authorities

May 19, 1967
Pay claim rejected by arbiters
"The arbiters' main conclusion was that having regard to the Government's White Paper on

Flavour of the times



"I don't care what you used to be, stop reading my blanket."

prices and incomes... and the fact that the last revision of salaries on April 1, 1966, had been expected to last for two years, there were insufficient grounds to justify an increase at the present time."

July 28, 1967
No comment
"In due course boys grew up and married - but they refused to stop singing." - BBC Scotland press handout on a Greenock choir

December 15, 1967
Muggeridge resignation goes to university court

January 19, 1968
New code to regulate corporal punishment - first steps to elimination.

March 1, 1968

Time to welcome women - SSTA decide on link up

May 17, 1968

No comment
"Pupils could be shown that where the official conversion table is consistently followed there should be no overall increase in the cost of living as a result of the new coinage." - From paper on decimal currency

December 13, 1968
Guide, philosopher and friend
"The ideal tutor - or teacher who has been given particular responsibility for guidance - is described in *Guidance in Scottish Secondary Schools*, a Scottish Education Department memorandum published this week."

January 3, 1969
No comment
"In fixing school dates account must be taken of staggering distillery workers' holidays." - From headteacher's letter to a director of education

April 4, 1969
Integration of Protestant and Roman Catholic schools in Scotland was perhaps nearer than was realized, said the Rev A H Minto, convener of the Church of Scotland's committee on education."

May 23, 1969
EIS reject 13 per cent offer and plan more strikes

March 13, 1970
£5 a week rise gives parity with English teachers

April 24, 1970
No need to consult, urges Mrs Thatcher

July 10, 1970
"On Tuesday, in the House of Lords, Mr (Jack) Malloch's appeal against his dismissal by Aberdeen Corporation for refusing to register with the GTC was upheld."

July 2, 1971
Colleges take in 50 per cent more graduate trainees

November 5, 1971
"The Cairngorm tragedy has come at a time when outdoor activities were beginning to be generally accepted as a desirable - some would say essential - element in the education of boys and girls at all ability levels and from all social classes. And with the early prospect of RSLA (raising of the school leaving age) there has been a suggestion, not generally accepted, that such ventures may be especially appropriate for pupils who have little liking for the restraints and formalities of school life." - Leading article following tragedy in which five pupils from Ainslie Park School, Edinburgh, and an instructor died on Cairngorm

November 26, 1971
North Sea oil may provide the next big question

February 4, 1972
"RSLA is a gamble which is unlikely to pay off for a substantial proportion of young people, says Professor Michael Carter, Aberdeen University sociology department."

June 2, 1972
The harm at Stirling
"When there was clear indication that the students were threatening disruption of the Queen's visit why in the world was there alcohol available for consumption by students, who inevitably had time on their hands because classes were suspended for four hours?"

October 20, 1972
Falling British birth rate may upset all the plans for schools and staffing

February 9, 1973
In spite of Isolation Bute's classrooms are exciting

May 4, 1973
Insinuations and smears at Summerhill meeting
Facts were much talked about but not much in evidence at the public meeting called by Aberdeen City Conservatives last week to enable parents and other interested parties to discuss what were referred to somewhat mysteriously as 'the conditions' at Summerhill Academy."

July 20, 1973
Fettes head attacks *Clockwork Orange*

December 12, 1973
Strike threat by EIS
Edward Miller faces challenge of Strathclyde

September 27, 1974

EIS executive give go-ahead to strikes next month

September 27, 1974
Older teachers get more from Houghton
"Young teachers come off worst in the Houghton committee report on teachers' pay which is expected to be published today. Rises of no more than £218 (15 per cent) can be expected by those at the bottom of the salary scales. The two major unions' claim for starting salaries of £2,000 or more a year are not met in the report."

December 20, 1974
Tome and tombstone
"The Bullock Report (*A Language for Life*) has cost close on £100,000 and runs to more than 600 pages. This large volume should be seen as both a doorstep and a tombstone." - Leading article

February 21, 1975
Adult learning a community responsibility
"Adult education should be closely integrated with the youth and community service in a community education service, says the (Alexander) report of the Scottish Committee on Adult Education published today."

March 14, 1975
Children's hearings: promise not yet fulfilled
"Teachers sitting on panels bring an authoritarian atmosphere to the hearings, said Nigel Bruce, Edinburgh University researcher."

May 23, 1975
More threat than promise
"The devolution as proposed in last week's White Paper should be seen much less as a promised gift than as a threat of the kind uttered foolishly by a nervous teacher who then cannot escape without loss of face from carrying it out." - Leading article

December 5, 1975
Recipe for disaster
"If the Red Book is allowed to become the educational bible, in-service training will be curtailed, guidance will become a sick joke and the new management structures in schools will crumble."

April 9, 1976
No devolution for universities

August 6, 1976
Six roads to rebellion listed by Pack team on truancy

August 26, 1977
"Pack up your troubles in your old sin bin?" - Leading article

August 26, 1977

Next session will see the National Certificate established with an even wider choice of modules available and their use for vocational education in most schools and colleges throughout Scotland. The National Certificate will provide a sound basis of relevant vocational qualifications upon which to launch the extended two-year youth training scheme, due to commence next April.

In higher education, we are providing

Teachers suspect transfer motive in politics
"The rector of Kirkland High School would prefer if you were no longer a member of his staff." - *Fife Region to EIS teacher*

May 26, 1978
GTC should consider striking off for inefficiency, says retiring chairman (James Scotland)

October 27, 1978
"As we go to press it looks extremely likely that this will be the last issue of *The Times Educational Supplement* Scotland to appear for a while."

December 1, 1978
"Only the gloomiest of Fleet Street prophets would have predicted a stoppage as long and as painful as the one we have endured."

November 16, 1979
Primaries get poor marks in teaching beyond the basics

"The Scottish primary school makes a pupil literate and numerate, but does not sufficiently recognize other fields of human experience." - RMI report leaked to TESS

January 18, 1980
No comment

"After two further meetings, a number of points have emerged. Unfortunately no one at the first meeting was present at the second, which led to a certain lack of consensus." - From a report of a working party for the West Lothian committee for industrial liaison

March 3, 1980
Dunning exam looks set for 1986

April 4, 1980

Continued opposite

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Allan Stewart, Minister for Education and Industry

The new direction

I warmly congratulate TESS on its 20th anniversary. The TESS tradition of informed and critical reporting makes it invaluable - if not always comfortable - reading for Education Ministers and their officials. Looking forward to *The TESS's* 21st year makes me wonder just what it will be reporting during the academic session just started.

I do not doubt that parents, schools and education authorities will be looking forward to the new session with some trepidation, given the tribulations of the last session. The teachers' industrial action has been on an unprecedented scale, has caused enormous disruption in the schools, has been seriously damaging to the education of many children and has manifestly hampered the implementation of Standard grade, which is perhaps the most exciting and potentially the most effective change in Scottish education for many years.

I am sure all responsible teachers share my view that repetition in the new session is unthinkable.

For I believe education is a partnership between the teaching profession, education authorities, the institutions of further and higher education, the Government and not least the clients, students and employers. My support for quality in every sense of the word and for progress in all sectors of education is absolute. And I think there has been more real progress in the last year than the atmosphere generated by the teachers' pay dispute has led people to believe.

The new direction education is taking particularly reflects my own priorities as minister for both industry and for education in Scotland. Education is vital to the future of our economy and we must make sure it contributes effectively to meeting our social and economic needs. Key steps taken in the last session include the implementation of the action plan for 16 to 18-year-olds with the development of a modular system of certificates administered by the Scottish Vocational Education Association which is up to date, relevant, flexible and tailored to the needs of both employers and students.

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Courses and exams—the Munn and Dunning reports eight years on

Joseph Dunning

A lost opportunity?

In 1920, Lord Passfield, in his presidential address to the Labour Party, referred to the inevitability of gradualness. It is now almost eight years since the report *Assessment for All* and long before that date it was recognized that there was a need to reappraise the purpose of assessment in light of the educational and social changes that had taken place in the post-war years.

The essential principles of *Assessment for All* were such as to provide an assessment system (not to be substituted for certification) to match the comprehensive education of Scottish schools, to minimize inappropriate presentation in examinations and, not least important, to increase teacher involvement as they gained in experience from the use of new assessment techniques. The more important of the recommendations made in the report were: syllabuses leading to certification should have internally and externally devised components at all levels, the internal component being externally moderated; subject syllabuses which cover the whole ability range should be differentiated into three broad levels with overlaps at their interfaces; there should be three levels of award—Foundation, General and Credit—to cover the whole ability range; studies should be instituted to determine the relevance and applicability of criterion reference tests to different subjects; the need for monitoring national standards of attainment using sampling techniques needs to be investigated; in-service training of teachers in syllabus construction and assessment will be essential; exploratory studies on syllabuses and assessment procedures should be initiated at an early stage. Such studies would best be concentrated on a limited number of subjects on Foundation level; the exploratory stage should evolve into a feasibility and development stage embracing a wider range of subjects in a greater number of schools.

At the time of reporting the committee were criticized by many "fringe experts" and by some professionals, who have come to accept the ideas embodied in the report, for not being sufficiently radical in our recommendations and for the burden we were alleged to be placing on teachers. Surely the aim of all our teachers is to manage the learning process and to assess the attainment of the pupils committed to their charge? This is a professional view and if fresh demands are required of the teachers in the best interests of the pupils it is a burden they should be prepared to carry.

Regarding the issue of whether or not the proposals were not sufficiently radical, consideration was given to the extreme options of no assessment whatsoever, or of wholly external

assessment. Having determined that neither of these extremes was acceptable, several major factors influenced the design of the recommended model. If, it was argued, national assessment at 16+ had merit and should be available for all pupils, and if it was not practical to assess the middle and lower ability groups by the exclusive means of the traditional external examination, and if it was appropriate that some form of internal assessment was to be used for them, and if the system was not to be divisive, then one could see no reason why internal assessment should not form part of the assessment procedure for all pupils and indeed the proportion of internal assessment should be the same at Credit, General and Foundation levels.

Presently it would seem that this proposition is not so readily accepted. Thus Foundation level courses will be assessed by a combination of external and internal measures. General level courses which are offered at Foundation level (for it has been determined that not all courses will be offered at all three levels) will also have an element of internal assessment. Other General and Credit courses will be assessed externally, except, in so far as they may contain a practical element of the subject, when this element may be assessed internally.

Is there not some hint of irony about this decision, when compared with the lot of the university and college teachers who enjoy the privilege to internally assess their students, albeit with some form of external moderation, teachers who by their very profession ought to have been trained to teach and to assess as restricted in the full use of their professional expertise?

By 1980 the Government had conceived of a development programme and in the following year published two progress reports. In summary, the programme set out a three-year plan and was intended to enable decisions to be taken in 1983 on the pace and extent of implementation of curriculum and assessment improvements. The paper proposed that responsibility for the constituent tasks of the development programme should rest with the Scottish Education Department, the Consultative Committee on the Curriculum and the Scottish Certificate Examination Board, as

appropriate. The Department would continue to have an overall coordinating and managing function until implementation when its role would lessen.

The progress reports drew attention to the pilot experiments in English, mathematics and science being conducted in 60 schools. The objectives were to design guidelines from which schools could mount syllabuses and to identify aspects that were common to all schools in order to establish the external part of the syllabus. By the 1981-82 session more than 200 "second line" pilot schools had begun work on English, mathematics and science and nine Munn/Dunning development officers had been seconded to the Scottish Curriculum Development Service from education authorities.

Arising out of the development programme, experience gained during the pilot trials and from consultation with the appropriate bodies the Secretary of State introduced a further consultative paper on proposals for implementation. The Government required three general considerations from any development plan.

First, while not overwhelming the education system with change, it was essential to maintain the momentum of the opportunity for reform afforded by the Munn and Dunning reports. Second, the programme had to take

the Dunning report most respondents wanted to see an enhanced Credit level for the best General level candidates. Although little mention is made of internal assessment it is recorded that a significant number of replies called for a measure of internal assessment at General and Credit levels.

Difficulties in identifying target populations with a particular level led the SED to invite the CCC and SEB to set up a steering group to investigate the possibility of establishing grade related criteria at the three levels. While it was concluded that this was possible, it was recommended that related criteria should be considered along with the aims, objectives and assessment procedure. The GRC (as it was to be known) should offer sets of brief statements (summary GRC) which could be communicated to pupils, parents and other users of certificates, with a more detailed statement (extended GRC) for professional use.

Such information could be used for syllabus modelling and content, in the teaching process and by setters and markers of examinations. They could make a degree of "cognitive profiling" possible by describing different aspects of the pupil's performance under various sub-headings. The group identified three possible syllabus models, "a content separation" model (separate syllabuses at all levels), a process model (common syllabus with differentiation by performance), and a core and extension model; it also favoured a high degree of overlap at the interfaces between adjacent levels.

While it is quite reasonable to use content as a means of differentiation, the time allocation proposed by the CCC would cause syllabus designers to concentrate on the quality of performance.

Controversy continued to reign over the system of awards. Respondents to the questionnaire, while differing from the Dunning recommendation at the General/Credit interface only, were in favour of stepped grades. The Secretary of State, having through Circular 1093 (9) outlined the proposals for implementation announced separately his decision to have a single seven-point scale. His reasons for this were: (1) it would be easy to understand and likely to be accepted by employers, parents and pupils; (2) awards would be made on a single standard grade rather than be identified with syllabus levels; (3) it would avoid the problem of overrepresentation which might be associated with a stepped grading. Notwithstanding this piece of philosophy it is intended that the certificate should show, separately from the award band, the level of presentation in each subject.

From 1986 all awards should be made in terms of the single numbered scale including those awards to candidates presented on the existing SCE O grade syllabuses in subjects for which Credit, General and Foundation are not yet available. It is assumed that band C at the present O grade is equivalent to band 3 on the new scale.

Undoubtedly much effort and thought has been given to Standard grade courses with all parties recognizing that this will lead to more effective and relevant teaching for pupils of all abilities. The implementation of the development programme was to take place in three phases with a full programme of courses (third phase) available in 1986.

In the event, in 1984 and after due consultation, the Secretary of State saw no alternative but to postpone the introduction of phases two and three as a result of industrial action taken by some teachers. The Convention of Scottish Local Authorities was most reluctant to advise in this sense because postponement would be a betrayal of expectations of the new courses by parents and pupils. Under the circumstances, however, COSLA saw no alternative.

If teachers continue to boycott development of the curriculum the timetable for implementation may yet again need to be rescheduled. The premise that Scotland's teachers are world leaders in matters of educational reform may well pass into the realms of mythology if it is not quickly realized that it is the pupils who matter. Teachers and their masters will have failed in their task if they do not seize the advantages that have been gained from this very large-scale exercise.

Dr Joseph Dunning, formerly principal of Napier College, Edinburgh, chaired the committee which reported in 1977 on the assessment of courses for 14 to 16-year-olds



Joseph Dunning.

account of the Government's overall expenditure policy and therefore special regard had to be paid to those elements of the Munn and Dunning reports which had been shown by the feasibility study to have major cost implications. Third, the Government elected to pursue the principle of differentiation at three levels.

As a result of the thorough preparation of the pilot experiments, teacher interaction, field trials, research and in-service training and supported by national curriculum and assessment guidelines encouraging results were perceived.

On the question of syllabus overlap and differentiation, responses to a questionnaire sent out to the CCC central committees, SEB panels and the Scottish Universities' Council on Entrance showed a great majority wishing that their subject be offered at all three levels. The notable exceptions were science subjects where proposals were for General and Credit level only. Although there was considerable variation in method of differentiation recommended by different panels the most commonly favoured was the "common core plus extension". Responses on distinguishing features within the three levels suggested that respondents regarded Foundation level as a separate issue.

This was not in accord with the aims of Munn and Dunning, nor was it justified in light of the results from the pilot studies with Foundation pupils. Contrary to the recommendations in

20 YEARS OF THE TESS

James Munn

Twenty years after

It is not quite an *annus mirabilis*. 1965 was a year of note in Scottish education. It saw the introduction of comprehensive education, the establishment of the Consultative Committee on the Curriculum (CCC), and the birth of TESS. By the early 1970s, however, the new comprehensive system was running into difficulties, mainly of a curricular nature, compounded by the raising of the school-leaving age.

In February, 1975, the CCC appointed a committee under my chairmanship to review the curriculum in the third and fourth years of secondary education in Scotland.

The committee reported in July 1977. Our main recommendations were:

- The curriculum should comprise a core area and an elective area, the core being based on eight modes of study and taking up about two-thirds of the time available. Pupils would have a wide range of choice within the elective area and also options in a number of the core modes.

- While our proposed curricular structure would cater for all pupils, there should be differentiation within the curriculum to take account of differences in pupils' interests and abilities.

- The curriculum should continue to be mainly subject-based, but there should be greater experimentation with multidisciplinary courses.

There followed a period of dissemination, consultation and feasibility studies, prolonged to nearly three years by a change of government. In March, 1980, the Government announced its development programme—"extended feasibility studies" directed by a team of HM Inspectors.

Nine development officers, three each for English, mathematics and science, were appointed to supervise the piloting of courses at Foundation level in schools of every education authority. In September, 1982, the Government published a final consultative paper, *Framework for Decision*. In April, 1983, the Secretary of State announced his final decisions on implementation.

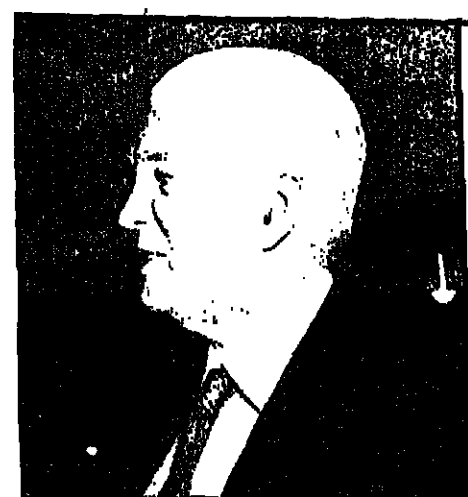
Meanwhile work had already begun on the preparation of syllabus guidelines and specimen papers for the new Standard grade courses, as they were to be called, by Joint Working Parties of the CCC and the Scottish Examination Board (SEB). Courses in phase one of the Standard grade development, in English, mathematics, science and social and vocational skills, were introduced in schools in 1984 for certification in 1986.

Within a few months, however, the new courses were affected by the action of teacher unions in support of their demand for an independent pay review. In December, 1984, the Secretary of State announced that the introduction of phases two and three of Standard grade would be postponed. In April, 1985, after receiving advice from the SEB and the Convention of Scottish Local Authorities (COSLA), he announced that Ordinary grade examinations in English, mathematics and arithmetic would be available as an option in 1986 for pupils affected by the teachers' boycott of curriculum development.

There is no doubt that the present curriculum boycott is damaging to the Standard grade development and may have serious longer-term effects; but it will not be possible to assess these until the dispute is over. I therefore leave the curriculum boycott aside as I consider how far the Standard grade and related developments meet the recommendations and aspirations of the Munn committee.

Let me begin with the three main recommendations set out above:

- The eight modes structure stands; but the "core plus options" formula has been abandoned. Instead, minimum and maximum time allocations have been prescribed for each mode. This is essentially a repackaging, a presentational change, rather than a change of substance. What is more important is that the committee's proposed time allocations for syllabus construction purposes (four 40-minute periods or the equivalent for full two-year courses, with an additional period for English and mathematics)



James Munn.

studies) have been maintained. These time allocations are a little lower than the previous average; but the reduction was necessary to accommodate the two principles we saw as central to curriculum design—balance and pupil choice.

- The greatest departure from the expectations of the Munn committee has probably been in the approach to differentiation. While we had acknowledged that there were various ways of achieving differentiation, we had envisaged that in most courses three different but overlapping syllabus levels would be required. In the event most of the Joint Working Parties charged with preparing guidelines for the new courses have opted for a unitary syllabus. The reasons can only be surmised: fear of the possibly divisive effect of a three-tier syllabus (although it applied within each individual course rather than across the curriculum as a whole); pedagogical developments which may have given teachers greater confidence in coping with different ability levels; the development of grade related criteria, devised for assessment purposes, but which may also help to achieve curricular differentiation within a unitary syllabus.

- It is rather too early to generalize about the new multi-disciplinary courses, which are largely untested; but certainly social and vocational skills, included in phase one of the Standard grade development, shows every sign of being a great success. The CCC supported the steer we sought to give by suggesting that the curriculum should in future be conceived in terms of modes and courses rather than subjects. There are other signs that subject barriers are less strong than they were, but progress is slow. I believe that we correctly judged how far it was possible to go at the time.

So much for the main concerns of the report. There were, of course, many others. One not yet resolved is the position of short courses. We saw a limited, but none the less important, role for short courses—to extend or complement the curriculum, particularly but not exclusively in the field of social education; to encourage curriculum innovation by individual schools; to maintain pupil interest.

Without some form of national assessment and certification, however, the uptake of such courses is likely to be poor. That is difficult to accommodate within a Standard grade system of two-year courses with terminal assessment. The CCC is about to make another attempt in conjunction with the SEB and the Scottish Vocational Education Council to crack that particular nut, at least in respect of nationally-devised short courses.

A criticism often made of the report is that it did not take sufficient account of technological change. This criticism is not without justification; although it has to be remembered that we completed our work in July, 1977, before the scale of technological change and the profound economic and social implications had become so plain. Fortunately these problems were taken on board by the project planning committee (PPC) of the CCC's Education for the Industrial Society Project (1977-82). The curriculum recommendations contained in the final report and in the many aspect reports

Continued page 31



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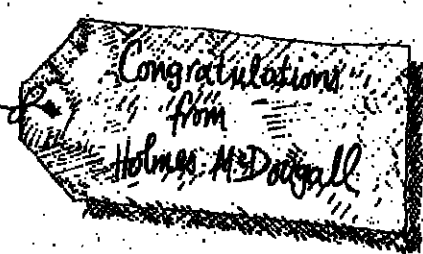
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20 YEARS OF THE TESS

The role of the Gospel

Joseph Kelly takes another look at Catholic schools

Pope John Paul at St Andrew's College in 1982: "The cause of Catholic education is the cause of Jesus Christ and of His Gospel at the service of men."

Catholic schools and Catholic education seem to have a tenacity all of their own, a grip on existence that defies the best arguments that are mustered against them. Opposition ranges from the subtly philosophical persuasive to the *ecceasez l'infame* persuasion, larded with what Pope Paul called persistent and outdated slogans. Political disapproval has been noted, expressed sometimes only to keep up with the progressive political Jones's, and even the Educational Institute of Scotland, regularly forgetful of its Catholic membership, as regularly calls for integration of Catholic schools.

When the bottom line is reached, one thing is clear: Catholic schools are here to stay, in fact and in law. They make up 15 per cent of all Scotland's schools, Catholic teachers 17 per cent of all teachers, and Catholic pupils 17 per cent of all pupils. By any definition a substantial minority.

Perhaps not so clear-cut has been the self-perception of the Catholic community with reference to the educational provision it has and gets. Catholics are often accused of presenting a united front on this matter, with having a monolithic collective viewpoint about Catholic schools and their continued existence. This is only half true. There are variations on the theme of solidarity with the idea of separate schools within the Catholic community, and different approaches to how they are looked at.

Regardless of talk of authority and collegiality, the prevailing model for the exercise of authority in the Roman Catholic Church in Scotland is still the pyramid. The view from the top is scanned by the bishops. Not liking terribly much what they were seeing in 1969, they set up the Catholic Education Commission, a body of educationists selected by invitation to advise the bishops on all aspects of education that affect Catholics. Not quite a *Nomenklatura* or a think-tank, more a consultative body, it has since then provided the Hierarchy with the fruits of its collective experience, its expertise, its working parties and committees, in addition to testing the quality of the prevailing breezes.

It can safely be assumed that its approach will be on firmly traditional lines, leaning heavily on legal obligations, rights, duties and responsibilities. In 1971 it gave evidence to the Scottish Council of the Labour Party when calls for integration were echoing through its committees, reminding it of the bootstrap factor in Catholic education, while more recently, together with its Church of Scotland equivalent, has deplored to Mr Younger the deleterious effects of continuing teacher unrest. In between times, it has issued statements commenting on a variety of situations that it sees as affecting education.

The bishops' view of education would not differ generally from the Scottish educational community's vision and expectation, but branches off to include such ideas as inculcating Christian moral values, clearing the pathway to a Christian commitment by pupils, encouraging liturgical life and deepening the spiritual one. It embraces a firm linking of home, church and school, and holds out strong hopes that staff will be wholeheartedly committed to the ideals of Catholic education.

Pope John Paul said it all at St Andrew's College when he laid stress on education as development of the whole person — emotional,



intellectual, physical, social and spiritual. He stressed, too, the need for increased involvement of parents in educational structures. As he asked, and not just rhetorically, are not parents, in the sight of God, the primary educators of their children? Quite so, but further down the pyramid, where the vision might not be so dazzling or sophisticated, the Catholic community echoes this view but sees it in a slightly different way.

The middle-of-the-aisle view runs something along the lines that Catholic parents send their children to Catholic schools not just because their forefathers fought for them but because they consider Catholic schools good ones, not merely catchment area coincidences. Parents would look to their schools to be places where serious work was done and which had a reputation for this. Catholics would expect their schools to have enough discipline and order to let work be done, and they would be confident that their children would be spared exposure to viewpoints favouring overmuch current (in Catholic eyes) permissive moral trends. They would predict that there would be no extreme political views imparted in Catholic schools. Lastly, religious education would be seen as having considerable importance.

This last strand is not just of confessional relevance. It is a sad fact that in a number of Catholic communities many professing themselves to be Catholics know little of the faith they profess to have. The sense of religion, if not missing, is often a deformed one. A redeeming feature is that these Catholics recognize their deficits within the framework of the spiritual life and hope that the Catholic school will remedy this condition for their children, succeed where they have failed. Loyalty and support for Catholic schools are characteristic community responses. Statistically they stand up too.

A poll held in 1980 by the Hierarchy showed 64 per cent of the Catholic community in favour of separate schooling. That 36 per cent shortfall has remained as a worrying question mark that is not easy to explain away or launder. Perhaps it gives the lie to the accusation that the standard Catholic reaction to Catholic schools is the ghettoist knee-jerk kind. Right-wing traditionalists would say that it shows the extent to which the seams of what was a tight-knit community have been unpicked by affluence, social change and secularizing influences, together with a distorted idea of what ecumenism means. The 36 per cent raises the question how the Catholic community's attitudes are formed and maintained.

A much less self-absorbed and self-contemplating community than of two decades ago, Catholic preaching places greater emphasis on Third World concerns, development and justice and peace than on education. The Catholic press stresses Catholic education but mostly in legalistic or in social terms. It does not stretch to much discussion of curricular matters but prefers to paddle in the shallower waters of retirements, celebrations and football. Provision of higher education for Catholic professionals tends to be as patchy.

St Andrew's College and the seminaries of Drynane and St Peter's cater for specialist occupations, while university chaplaincies offer much on the moral aspects of bio-ethical problems. Otherwise the Catholic intellectual scene is bland and colourless, lacking much of the vitality that led in the 1960s to visits to

Scotland by international theologians like Kung, Rahner and Haring. An unkind comment heard some years ago suggested that the formation of Catholic views on education were achieved by a happy blend of heredity, osmosis, wishful thinking and just a touch of defensiveness.

No account of Catholic education would be complete without some consideration of the attitudes of the Catholic teachers on whose support the system depends. The Sacred Congregation for Education in Rome has issued at least two important documents in the last decade for and about Catholic teachers, *The Catholic School in 1977* and *Lay Catholics — Witnesses to Faith* in 1982, indicating perhaps some growth of concern at the centre about teachers.

The Catholic School is forthright. It states that "by their witness and behaviour, teachers are of the first importance to impart a distinctive character to the Catholic school".

While official positions are clear and general feeling among Catholics has not been found wanting by professional pollsters, there is a fuzziness about the edges when it comes to the question of support and attitudes adopted by Catholic teachers. There was a day not so long ago when teacher support for Catholic education would not have been questioned. Things may be different now when many teachers come from a less uniform, possibly less tightly orthodox, community than once was. Secondary teachers have passed along a conveyor belt of tertiary education that is highly secularized and the strains placed on traditional outlooks by the great movements of the Second Vatican Council have raised question marks about whether the presence of the old ideological purities can be relied on as fully as once was possible.

An indication that this may be recognized by the Hierarchy comes in a leaflet issued by the Catholic Education Commission in January, 1983, concerning inspection of religious teaching by the Inspectorate. This states that many teachers are uncertain of the role of the Catholic Church in religious education and that because the local bishop is responsible for the teaching of RE — particularly as regards dogma and doctrine — the teacher has a professional responsibility to this ecclesiastical authority. The appropriate section of the Education (Scotland) Act 1980 is quoted.

Rome recognizes, too, some loosening of the drawstrings. *The Catholic School* points to the need to ensure "continuing formation through some form of pastoral provision", while *Lay Catholics* states that "religious formation for teachers must be broadened and kept up to date at the same level as, and in harmony with human formation as a whole". Perhaps such in-service training is needed now than ever, if only to persuade Catholic teachers that they have a role as witnesses to the faith and that their role is recognized properly. It might do something for presently sagging morale.

No doubt as education sweeps on to the Third Millennium the existence of Catholic schools will be questioned. If they do their jobs properly, they will be seen to be at the service of the whole of society, not of just a minority. John Paul as always hit the right note at Bearsden. "The cause of Catholic education is the cause of Jesus Christ and of His Gospel at the service of men."

The Scottish Health Education Group

This four-page newsletter has been issued by the Scottish Health Education Group

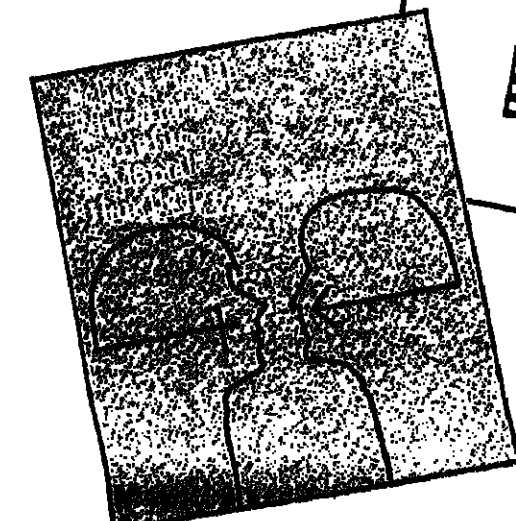
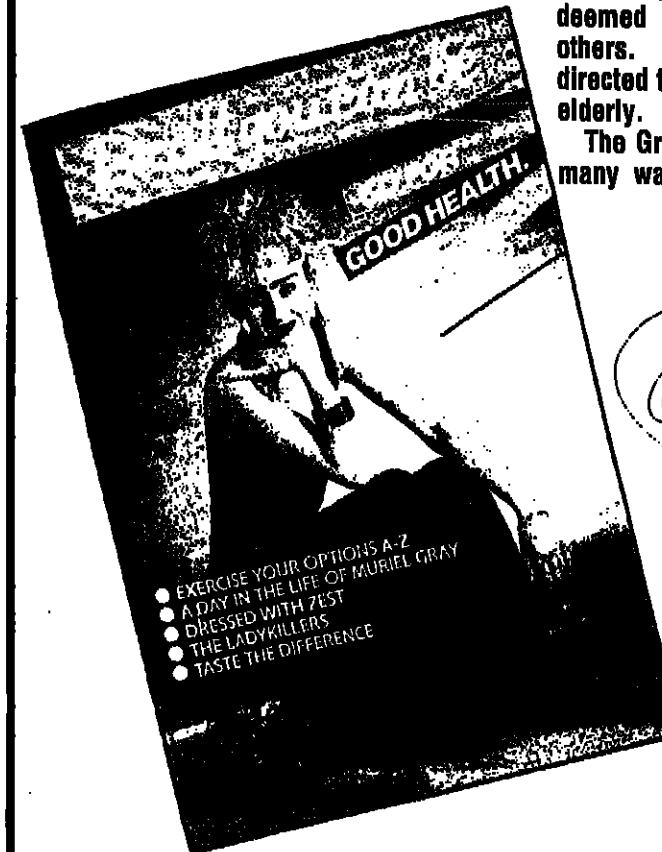
The Scottish Health Education Group is a division of the Common Services Agency — part of the Scottish Health Service. At the same time its broad policy is derived from the Scottish Home and Health Department.

The Group has an interest in all conditions of health as they affect all the people of Scotland. Clearly priorities must be set and certain issues such as physical fitness, drugs, alcohol abuse, cigarette smoking are deemed more important than others. Much publicity is directed to under-30s and to the elderly.

The Group reaches people in many ways and in many con-

- Other statutory agencies — in social work, community education.
- Voluntary agencies in health and related fields.
- Professional groups — nurses, family doctors, pharmacists, teachers and so on.

Other programmes and materials are usually tailor-made to meet the needs of specialist groups. "Food Hygiene — The Movie" was made for the use of Environmental Health Officers. DRAMS (Drinking Responsibly and Moderately with Self-control) is a programme made for family doctors to use with



texts. Through the use of television, radio and press the Group communicates with people in their own homes or on the streets. Such direct communication is also possible in collaboration with broadcasters on both television and radio. The Group can suggest issues for action, identify expertise, and support broadcasts by providing leaflets and booklets for lay people who have interests in various topics.

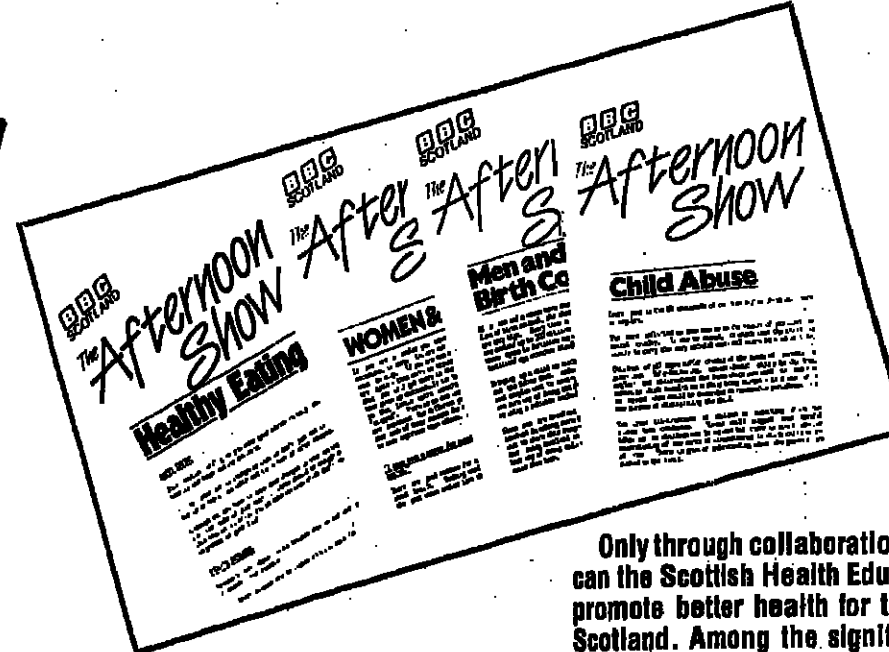
At the same time, a considerable amount of work is concerned with the production of material for professional people since a major part of the Group's activities rely on collaboration with a host of others.

- Health Education Departments of Health Boards.

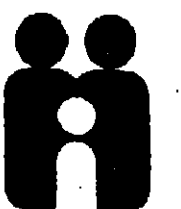


Coupled with the development and design of materials are in-service training programmes. Courses, seminars and conferences are of differing lengths, for varying groups with particular needs. However,

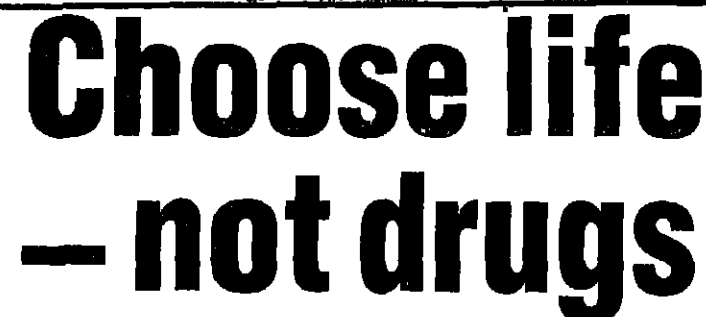
certain strategies are important from the Group's point of view. It seeks to involve professions in planning and developing their own training in health education. It also attempts to ensure that courses are followed up in some way or other — perhaps by local versions and by repeated courses for more people.



Only through collaboration with others can the Scottish Health Education Group promote better health for the people of Scotland. Among the significant groups are the teaching profession and others who work with young people. We would like to help you to help them.



Information by itself is not enough. Detailed pharmacological knowledge can be fascinating but does not contribute much to an understand-



"All together now!" Theatre Workshop at So

The demands for excitement, satisfaction and a sense of identity are to some extent met by drug taking and the life-style it encourages. Schools can help to provide alternatives to these attractions. Extra-curricular and outdoor education can help to provide challenges and involvement. Resources invested in this way should not be considered extras. Perhaps they are not novel responses, but they deserve new attention in the light of the drugs problem.



Sporting events are frequently sponsored by tobacco companies and there is now a body of research evidence which indicates that children's cigarette brand preferences are more influenced by sponsorship seen on television than are the smoking preferences of adults. Early attempts by the Group to counteract this linked popular Scottish sporting heroes with non-smoking and involved the Olympic medallists Alan Wells and Linsey Macdonald and the world champion boxer Jim Watt. When the Scottish football team qualified for the finals of the World Cup this was also used to present non-smoking images.

The main elements of the campaign which was developed in 1983-84 were trackside banners with health messages such as "Be All You Can Be", "Fit Fans Put Fitness First", and "On. At the two semi-finals and final match the Cup had the total advertising rights at the football grounds, ensuring complete coverage in the exclusion of tobacco and alcoholic drink vending. At each round of the Cup two

One discouraging finding shows that a significant group of adults (38 per cent of men, 29 per cent of women) disagreed with the statement that "footballers rarely smoke". This calls into question the footballer's role as a health exemp-

[illegible]

Sport sponsorship is one method of marketing good health to help develop a climate of opinion which views good health as a commodity to be valued and which promotes health with a happy positive and attractive image. SHECO will sponsor the Scottish Cup again in 1985-86 and will compare public responses over the three-year development of the sponsorship. This will allow us to analyse the degree to which we have successfully developed these positive images of health with young people in Scotland.

As Foodstuff echoed recent findings in nutrition research, home economics staff tended

Total touring time in any one year is 10 weeks: a five-week tour in the summer term followed by a five-week tour of the same play in the autumn.

The successful development of the project in Scotland must partly be due to the sound

The enthusiasm of teachers and pupils for this project is reflected not only in questionnaire responses but in letters received about the performance. The Theatre Workshop and SHEG. Many teachers have reported that their pupils have been fascinated by the "live" performances, and it is to be hoped that the project, as well as raising awareness of specific health issues, contributes to the health of schools visited in wider sense. The productions would certainly appear to have something for everyone. Witness the second year girl who having just seen the performance of *Foodstuff* wrote: "I was heard over heels in love with Chewy; and then person at the back of the hall who was hardly noticed, but he was the one who did all the lighting."

More than a resource centre

Doesn't immunisation sound better than whooping cough?



Don't be in doubt. Talk it over with your health visitor or doctor.

Of the fifteen health boards in Scotland, 12 have established health education departments staffed by health education officers. Some have been on the go since the major reorganization of the Health Service in 1974 if not before, while others have only recently been established.

It is perhaps worth stressing that, while the Scottish Health Education Group has a national remit, local departments are very much concerned with the regions which their health boards serve. They tend to become involved in activities which are of local interest, such as local campaigns, health fairs or training courses. Departments also work closely with SHEG on the local arrangements for national campaigns or activities. Immunization and the "Walk About A Bit" project are two examples.

One of the main functions of a local health education service is to provide resources materials for those working in the health, education and other caring professions. Indeed, many of these workers already avail themselves of the leaflets and posters which are available through the health education departments. Most departments also carry selections of audio-visual aids, teaching kits and other background literature on health-related matters. Materials are provided free of charge, although the exact condition of use can vary between departments.

As a general rule, health education officers encourage clients to use materials as aids which

If you would like support for any health education work in which you are engaged, contact your local department at the following addresses.

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Borders Health Board
Newstead
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reinforce or assist in the educational process. This is not only for sound educational reasons but, since resources are finite, it makes sense to make the best use of limited materials. Sometimes clients are asked to be more specific when requesting leaflets or films "because they're going to do health".

The health education departments can also support those involved in health education in various other ways. Health education officers advise clients on health education matters in general, or more specifically on what educational methods and approaches are appropriate to which health issues. Advice will be given

WALK ABOUT A BIT

Be all you can be

to both the individual teacher wishing to carry out a lesson or programme or to those staff wishing to review much larger issues such as the place of health education in the curriculum.

Health education staff can also be called on to participate in discussions on the health-educational aspects of various policies affecting various institutions including schools and children, such as nutrition and drug abuse.

Further help can be provided through in-service training. Health education departments can advise on training, help to arrange it or participate in it. Training can relate to particular health issues, to health education methods or to particular projects such as the Schools Council Health Education Projects 5-13 and 13-18, and Tactica's Free to Choose.

In general, the role of the health education officer in a department is to enable and support the health education activities of other workers and thus the advisory and training functions are regarded as being very important. HEOs rarely become involved to any great extent in teaching school or community groups face to face.

The organization of departments can vary. Some HEOs might be responsible for a geographical area, while in other departments HEOs will be responsible for supporting the education system staff or NHS staff. Some departments are only staffed by one HEO, who has the responsibility for working with all professional groups.

As was indicated at the beginning of this article, departments vary considerably in size, resources and location. It need hardly be said that the level of support which can be given depends upon these limiting factors. That said, all departments regard school health education as a high priority and welcome opportunities of working with those in the education system.

Another pattern can be seen in France, where a policy of returning to traditional forms of academic schooling has left little room for health education. In its absence a strong movement is developing for "health clubs", which meet as extra-curricular groups but supported by teachers and people from the school health service.

Scotland's social education programmes, with their heavy weighting in health, are relatively unusual.

Apart from Holland and Finland, there seems to be no high priority given to health education. There is an assumption that the expertise of the biologists, home economists and physical educators, coupled with whatever developmental psychology is provided in professional training, will be sufficient preparation for a school staff. Although those subjects have a role to play, that assumption will be questioned as the complex nature of health-related behaviour and health education becomes clearer.

At the Scottish Health Education Group, our liaison with and contribution to the work of various international agencies such as the World Health Organization, the Council of Europe, the Commission of the European Communities and Unesco has been mutually stimulating and we trust this symbiosis will continue to be productive in the future.

The health-promoting school



one of provision of information. In few countries is there evidence of participative involvement of pupils where they can explore the value-laden aspects of health.

In the secondary schools of Europe the same is true. Most countries rely heavily on the teachers of biology, home economics and physical education. Across Europe most teachers see health as being medically orientated and therefore appropriately dealt with in this context. The first task is to get the optimum contribution of the various disciplines. However, two basic and complementary problems remain. One is that teachers of social studies and humanities can have an important contribution to social and mental health. The other is that health education is as much a matter of process, of how issues are raised and dealt with, as of content.

What goes on in the schools in other European countries? The Scottish Health Education Group has some insight because it is involved in two major exercises. The Group is a World Health Organization collaborating centre for health education and health promotion research. In this capacity it is organizing a major conference in May next year on "The Health Promoting School". Virtually every European country (32 member states of WHO Euro) will be invited to send representatives and in the preparation period we have learned about school health education in other countries.

In addition, the Group is a major participant in a working party of the Council of Europe considering such issues as the preparation of teachers and the role of school health services.

Are there common features? Probably, yes. Most countries seem to do rather well in teaching young school entrants the "survival" skills required for life - road and playground safety, water safety and so on. They also deal fairly well with hygiene, simple nutritional advice, dental health and with those important issues such as family life and adapting to the transition to a social life with classmates.

In the upper primary school, there seems to be a common pattern of sporadic education about "issues" related to health. Most are biologically based. The goal is often a limited

20 YEARS OF THE TESS

Flavour of the times

From page 23

uncultured accent are found." - John J MacKay, *Conservative MP for Argyll and a former teacher, on his ex-secondary colleagues* June 6, 1980

Advertisement for sale of Hamilton College of Education

December 18, 1981

"The fact that the fate of Cullendar Park and Hamilton colleges seems sealed is sad evidence of resources allowed to waste away." - *Leading article*

April 17, 1981

"Headteachers are the key figures in any orderly phasing out of the belt in Scottish secondary schools, the report of the inquiry by the Scottish Council for Research in Education has concluded."

November 6, 1981

Christ and Krishna on the curriculum. Introduction of Ordinary grade exams in religious education

February 5, 1982

"The Strasbourg judgment was only incidentally about corporal punishment. It was really about parents' rights." - *Leading article*

March 5, 1982

"I once asked a Kirkcaldy pupil to give me a strike of the belt because I had forgotten what the sting was like." - R F Mackenzie

March 5, 1982

Fletcher hopes enthusiasm will pay for curriculum reform

September 3, 1982

"Figures showed that three-quarters of the men served in Strathclyde schools were free. The figure is as high as 90 per cent in Glasgow secondary schools."

October 22, 1982

"A remarkable outburst of unanimity has greeted the Government's action plan for reforming the curriculum and examination system for 16 to 18-year-olds, published after three years of exhaustive consultation by the Scottish Education Department."

January 21, 1983

Mock cheque dispute drags on
"Orkney education committee failed again to resolve satisfactorily the case of Kirkwall Grammar School teacher, Angus Fraser, who was suspended and then reinstated for sending a mock cheque to the Conservative Party during the election campaign."

June 24, 1983

"The council of the Educational Institute of Scotland will consider tonight whether to appeal to the Secretary of State for Scotland on behalf of a member who has been debarred from further promotion within the Roman Catholic Sector because she has chosen to send her children to a non-denominational school."

May 17, 1985

Twenty years after

From page 25

were fed into the new Standard grade courses. I believe that the PPC has not yet had the full credit it deserves for its labours, because their fruition coincided with the Standard grade development, then at its height and arousing great public interest. Other CCC activities making important contributions in this field were the Microelectronics, Computing and the Curriculum (MCC) Project and the work of the committee on technology.

This leads me to suggest how the 1985 perception of the Munn report may have changed from that of 1977. Then many people, myself included, regarded it as a free-standing, one-off exercise. In 1985 it is much easier to see it as a contribution to mainstream curriculum development in Scotland. The problems which it sought to tackle arose in the late 1960s and early 1970s. The solutions it propounded were modified in many respects by the CCC or by the Government.

Other tributaries fed into the same river. New elements were added by the Standard grade development programme, in particular the piloting of Foundation level courses, which brought teacher involvement and then commitment and which also enabled practitioner experience to be fed into national planning. In its turn the report has nourished other developments. The review of Higher and post-higher, although limited in scope, is

intended to carry forward into post-16 education and new approaches to Standard grade. The action plan for 16 to 18-year-olds drew heavily on the report for its curricular philosophy, as will, I predict, the CCC's 10-14 programme directing committee when it reports this autumn.

In neither case has the model been followed slavishly - different age groups have different needs - but the basic principles have held. So the CCC's committee on secondary education should not have an impossible problem to resolve when it carries out its self-imposed task of establishing a coherent curriculum philosophy for the 12 to 18 age group.

Why did I take the title of this article from Dumas? Partly because I believe that the work of the Munn committee has to be considered in the context of educational developments from 1965 to the present time; partly to give myself the opportunity of affirming that these three musketeers of the class of 1965 - comprehensive education, the CCC and TESS - are alive and well and making their presence felt.

Sir James Munn chaired the committee on the curriculum for 14 to 16-year-olds which reported in 1977. He is now chairman of the Consultative Committee on the Curriculum and the Manpower Services Commission in Scotland.

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20 YEARS OF THE TESS

Bob Crampsey harkens back to the 1960s

Tell it like it was

Off Broadway recently I did two things: I went to see *The Fantasticks*, which I see anywhere every time I can, and I bought the *Village Voice*, the newspaper which serves Greenwich Village. Lead story - why a young teacher in a school in Queens was about to pack it in. His third beating up in a year had proved one too many.

Ironically the leading song in *The Fantasticks* begins "Try to remember the kind of September when nights were warm and corn was yellow". I have just this recollection of the period when *TESS* first burst upon the world. Despite the jibe that "old (or middle-aged) men forget" I would trust my recall over that quarter-century.

Certainly in the early 1960s the atmosphere was different and teaching was inordinately easier. It was not easier because teachers were not working hard, as the current fashionable cant would have us believe. It was easier because we knew what we were supposed to be doing and with whom we were supposed to be doing it.

I'll come back to that later. Right now what I want to state is that, given clear and sensible guidelines, much else of transcending importance flowed from that luminous briefing. Splendid extra-curricular work was done not in a matter-of-fact way but as a matter of course. Further, that voluntary work was widely recognized.

Schools football, for example received more press coverage than Second Division senior football does today. When I started in television, STV covered a schools match every week. It was the era when entire Glasgow schools, sometimes 2,000 strong, were taken by train to Glirvan for the day, though I could never quite make out in what Glirvan had so grievously offended. Indeed, one could combine Expedition Glirvan with the school show, if inclined, for it was the heyday of the television train with a tiny studio wherein the more notice-boxy of the pupils could entertain their pals.

The adenoidal strains of "Boney Maroney" and the whining doggerel of

Three children, they were so brave.
But that dirty little coward, who shot him, Mr Howland,
He laid poor Jesse in his grave.

are indelibly etched in memory. You can only follow that with Jim Bouton's last two lines from his spoof Western song:

Mat headlong too, is dead and gawn
But with the Lawd, Ah'll carry on.

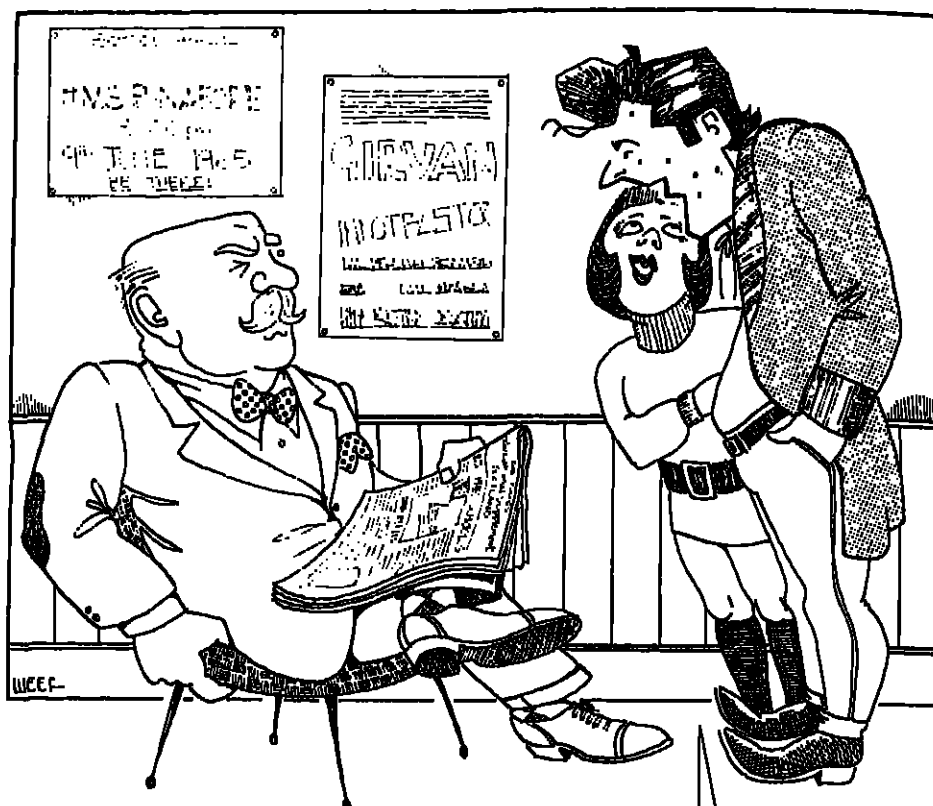
Most schools had a separate show, though not ours. The head, dry, laconic, with a touch of the wisdom of Stanley Baldwin, believed firmly that the running of shows was certain to disrupt otherwise harmonious staff relationships, perhaps by inducing certain over-harmonious staff relationships. So *Pinafare* was scuttled and *The Gondoliers* remained moored to their jetty.

"Ah," say the disciples of Bloom and Drucker, "your system was preserved in aspic, or amber, or whatever". Not so, it was gently evolving as opposed to insanely revolving *à la mode d'aujourd'hui*.

In the SCE, the group pass had been replaced by the instalment system. Few queried the inherent fairness of this: why should extraordinary promise in English be nullified by inadequate comprehension of mathematics? No good reason.

Our much-maligned school system, then being phased out, produced a literate population (again I invite you to compare the popular press then and now) and the vilified junior secondaries provided the skilled, often highly-skilled, tradesmen for the heavy industries. Crucial question: "Did you ever teach in a JS school, if so when, and for how long?" If the answer to the first is no, I will continue to be pleasant but have switched off listening to you on that subject.

The regular meetings with parents for curricular matters and the school dances which were always an aural trial after Bill Haley blew into town have gone and are unlikely to come back, unless in return for negotiable currency. While this is said, there is not the slightest doubt in my mind that the teachers have the right of it. They have been shamefully and shamelessly taken for granted.



WE WANT TO LEAVE TO GET MARRIED AND BECOME TEACHERS, SIR.

It had taken them decades to decide that verbal pats on the head from junior government ministers, visiting archbishops and conference-addressing divisional education officers on the lines of "Tis a wonderful job you're all doing" are not enough.

We have arrived at a society in this country where status equals earning power. As a phrase-making friend of mine put it most succinctly: "No noblesse, no oblige." Whenever I have nut fantasies of wanting to be back in the classroom, an occupational disease of rectors, I cure myself by thinking of those four or five of my young teachers who will have in their class this month an S1 boy whose primary school informs me that he has great difficulty in coping with the work of P2. I don't know how you teach such a child usefully and effectively in that situation and I don't believe the theoretical educators do either.

Small wonder that S1 and S2 have become known as "the years of paralysis". It is a constant and justified complaint of parents that secondary schools do not stretch pupils precisely when they should be at their most motivated.

No, I don't forget staff shortage when *TESS* was an infant. How could I, I have it now. There were 45 in classes then but that 45 was very often teachable. I taught then in an old leaky school. I teach now in a comparatively new leaky school. Twenty years on it will not matter whether the Standard grade phase three subjects eventually came on stream in 2001, or whether they eventually decided that a reasonable distinction could be made in English between Fluent but not Confident and Confident but not Fluent.

In a lifetime of broadcasting and public speaking I have never seen, far less heard, anyone who fitted the first of these categories, although prizegiving sometimes came close, I have to admit.

No, what matters is the recognition that while schools may be able to teach things to all men and women - and I don't even buy that - they certainly cannot do it for everyone in the same place at the same time. Here's looking to *TESS* and *Forty Years in the Desert*.

Bob Crampsey is headteacher of St Ambrose Roman Catholic High School, Coatbridge.



Growing pains: Picture taken by Tom Kidd at Aberlour House School (January 4, 1980).

David Ross looks at the fundamental change in trade union attitudes and tactics

The remorseless drive back to EIS dominance

Earlier this year at the STUC's conference in Inverness the Educational Institute of Scotland staged a march and rally in support of the campaign of an independent pay review. Present at the rally were Mick McGuirey from the National Union of Mineworkers and Alex Kitson from the Transport Workers.

Both laughed as John Pollock, the EIS's general secretary, made fun of the Professional Association of Teachers. A couple of decades ago the EIS would not have been at the STUC, it would be unlikely to march and rally, there would have been no representatives from other unions and no miner or transport worker would ever have got in a joke about PAT, or any other teacher union.

In the last 20 years or so the face of the organized profession has changed profoundly, as the profession itself has changed, but a casual glance could reveal many similarities between the early 1960s and now: the EIS still dominates the profession with power through numbers to stamp its authority on all sections; the smaller unions can still be found sniping away at the institute from the periphery but doing well by their own memberships; and the talk is still about salaries not matching professional status.

In 1965 *The Scotsman* ran a series of articles calculating the average salary a "reasonably conscientious professional man" could earn between the ages of 45 and 64. An honour graduate teacher could expect to be better paid than bankers and insurance agents, but much worse than doctors, dentists, actuaries, architects, engineers, solicitors, surveyors and public relations officers. *Plus ça change* - apart from bankers and insurance agents.

Superficial comparisons notwithstanding, the Scottish teacher unions/associations have undergone a change as fundamental as anything seen in Scotland these past 20 years.

To an extent the history of this change can be written in the history of the EIS itself. From its beginnings as the Scottish Secondary Teachers' Association and the Scottish Schoolmasters' Association (father of the present National Association of Schoolmasters/Union of Women Teachers in Scotland), and it itself was to go from being an almost integral part of the Scottish educational establishment to being one of the foremost and most militant teacher unions in Europe.

It is hard for a young teacher today, not to mention a youngish educational journalist, to appreciate exactly where the EIS was 20 or so years ago. It certainly owed more to the 100 years that had gone before than to what has happened since. It performed functions more associated with today's General Teaching Council and even the Government's Consultative Committee on the Curriculum. It boasted of being the "official union" and it was as late as 1961 that it had organized its first official strike - and that was in Glasgow.

Raymond Thomasson, the former deputy general secretary, came to the EIS as assistant secretary and editor of the *Scottish Educational Journal* in 1957. Before going into teaching he had been industrial correspondent on the *Daily Record* - experience which hardly prepared him for the institute.

"What struck me at first was that the EIS was a professional association which made noble but amateurish attempts at performing trade union functions. All the policy-making structures - the executive and council - were dominated by and large by promoted male secondary teachers. It was at that time an extremely scholastic and scholarly profession and these men were the very epitome of it. They were concerned first and foremost with professionalism and qualifications."

Such dominance at executive and council levels had not been replicated at annual meetings and the post-war period had seen two major defections from the EIS - the SSTA in 1946, following the 1944 decision to embrace a common maximum between primary and secondary sectors; and the SSA in 1954, when some male members saw their interests threatened by what they regarded as a monstrous regiment of female primary teachers.

Both associations had been active for a long time within the institute, and their founding fathers were disillusioned institute men, in contrast to the present SSTA and NSA/UWT, whose members by the large have known nothing other than separate organization. The smaller unions, particularly the SSTA,

had also to overcome a great deal of official obstruction to their formation. Papers released this year under the 30-year rule showed that both Labour and Conservative Government agreed with Scottish Office civil servants that the relationship with the EIS was sufficiently harmonious to preclude any recognition of the SSTA. Correspondence from the SSTA was to be acknowledged but no information on salaries, conditions and so on was to be sent to the new association.

It is not surprising that the Government did find the relationship with the EIS harmonious, particularly over questions of pay. Negotiations were triennial and involved the EIS, the local authorities and the SED sitting round a table. The proceedings were confidential and the EIS could make no public comment without the Department's permission. This confidentiality was respected by the EIS; the idea of John Pollock emerging from negotiations saying "The Government won't allow me to say anything" certainly boggles the imagination, but he was not to revolutionize the EIS for another decade.

Omerta over pay negotiations, of course, allowed the SSTA and the SSA to have a go at the institute without response and it seemed to pay off as membership of both grew throughout the 1950s and into the 1960s. The EIS's exclusive position in the negotiations was not challenged until 1963 when the SSA raised a Declarator action in the Court of Session against the Secretary of State and his exclusion of the SSA from the National Joint Council.

The original idea of the action had come from Jimmy Docherty, who was to become the SSTA's general secretary and driving force in 1964. The action was successful and the SSTA and SSA were allowed to take their place in negotiations.

Despite the boasts of official unionism, the EIS's nose was not put too much out of joint by the new arrivals at the negotiating table. The work of the institute was still educational - which owed more to its work in the 1920s when it co-founded the Scottish Council for Research in Education with the Association of Directors of Education in Scotland than it did to the work of a trade union, despite the obvious fact that the profession was increasingly coming to regard itself as a white-collar workforce. It was the SSA which first registered as a trade union and joined the STUC.

The contribution to education made by the

EIS has always been undervalued. It probably was the single most important agency for change throughout 100 years of Scottish educational history. Along with the Association of University Teachers, the EIS's lobbying certainly helped clinch an eighth university for Scotland at Sterling; its labours were behind the establishment of a four-year BEd degree; and it was submitting demands for reviews of the curriculum and assessment to the SED long before James Munn and Joseph Dunning became household names.

In teasing out the strands of the story there is a bit of a jump from the early 1960s - when the SSTA and the SSA were clearly making a lot of the running, and attracting many of the more radical elements within the profession - until 1974, when the Scottish teaching profession went on strike and John Pollock arrived at the Moray Place headquarters of the EIS.

History should not be written purely in terms of personalities, but the history of teacher unions was turned on its head by Pollock. He modernized an archaic body and took it into the forefront of national and international politics. When he took over from Gilbert Bryden at Moray Place the EIS could boast about 56 per cent of the profession. Ten and a bit years later the figure is more than 80 per cent. No other teaching union can boast such saturation across nursery, primary, secondary and further education, not to mention religions and sexes.

What Pollock did, however, came naturally to him. Born into a famous political Ayrshire family, he had been active in Labour politics since his teens and had twice been chairman of the Scottish Labour Party. He could no more have left the EIS as it was than he could have sought a Tory candidacy. His outlook, however, was increasingly in line with the way the profession was changing within itself, indeed to an extent that changing profession threw up the right man at the right time.

None of that, however, should undermine the Pollock contribution. He may have been doing what came naturally to him but he was doing it well and that came to be recognized. As Jim Martin, the EIS's present assistant secretary, puts it: "I don't think Pollock walks on water but I know that he has done more for the institute than any one else - alive or dead."

Pollock's arrival put the smaller unions back on the defensive and left Jimmy Docherty with a rival testing enough even for him (despite

public speculation the two men always got on well and have enjoyed a deep mutual respect). Together they made a formidable team in the Houghton campaign, stamping their personalities upon it to the clear benefit of the teaching profession.

Post-Houghton there was a relatively quiet spell interrupted only by the Clegg Commission and attendant union anger just after the Conservative Government was elected in 1979. By then the EIS was growing, the SSTA consolidating - or almost - and the SSA (by then the NAS/UWT) was maintaining that it had 3,000 members. The Professional Association of Teachers had also arrived.

In addition, during that period there was a curious episode when Keir Bloomer, Pollock's then deputy, wanted to amalgamate with the National Union of Teachers. This idea was based on a logical argument on how best to increase the power and influence of the organized profession - it was bombed out at a special meeting in Glasgow.

Bloomer himself is worthy of mention. He was a man blessed with an outstanding gift as a dialectician but suffered from being a bit ahead of his time, which is not the same as saying he was prophetic. When the EIS lost him to Strathclyde Region it suffered a bad blow but the irony was that Pollock, who had seemed a little bored for a while, had to get back on his toes during the very period that proved to be the run into industrial action.

Another jump and we are in the present dispute, one which has united the unions more than any other in their fight to regain a professional self-respect which is seen to have been lost somewhere in the last two decades.

Whatever the outcome of the dispute seeds of unity have been sown and there now seems to be a remorseless logic to the increasing dominance of the EIS.

The institute has absorbed the Association of Lecturers in Central Institutions in Scotland (ALCIS); the Association of Lecturers in Colleges of Education (ALCES) will follow suit before the year's end. The Scottish Further and Higher Education Association will also come in dribs and drabs, thereby tying up the FE sector.

In the secondary sector things will take a little longer but there will be change. There has been change within the SSTA in the last 20 years. Few of the present membership can truly empathize with their founding fathers as they left the EIS; few, if any, now have any first-hand knowledge of primary teaching (unlike the founding fathers). Jimmy Docherty left behind him a very different association than that which first demanded federalism of sectors as the price for unity with the EIS.

But some kind of federalism will be granted in the post-Pollock era and it will not continue to miss the attention of the SSTA that already the EIS has a secondary majority and with the addition of the SSTA the secondary section would be doing nicely, thank you very much.

After that the NAS/UWT would remain as a northern outpost of the national union. The PAT would also endure. There will always be teachers who think strikes unprofessional and Kitson and McGuirey must have something to laugh at.

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20 YEARS OF THE TESS

DEATH OF A SCHOOL

Clive Foster bids farewell to Dr Guthrie's List D

Why did it have to die? For a death it was; we mourned, we had our wake, and now, scattered, we pick up the pieces and use our skills for others.

"Close Guthrie's Boys School?"

We knew List D schools were being closed; there was a strong rumour that Guthrie's Girls was due for the chop. True, we were not exactly full, but others were less so. The buildings were a bit out of date and the ancient boiler system cost a fortune to run, but close the boys school? Where would they put the lads? What about the Dailys (the children who live at home or in the children's homes or with community parents and attend on a daily basis for education only)?

Nearly half the pupils are daily now and there is no way they would get back to mainstream education. We offer Munn and Dunning, four subjects at Foundation level with another three in consortium with other schools, not at all bad for an independent school with 12 teachers.

Yes, we did have only some 50 pupils, but, like I said, we were not the lowest by any means and the numbers were, hopefully, bound to increase. Where would the children's panel send the local children? True there were a couple of other List Ds in the region, but look at all the work we had been doing with families and local support groups. They can't ditch that sort of thing, can they?

"The Secretary of State announces his intention to withdraw the certificate of approval from Dr Guthrie's Boys School and is required to give six months' notice of the said withdrawal."

You know, when someone dies there is a process of mourning. It is quite a logical process and you go through each painful stage in sequence. We went through each stage and it took about eight long months. Looking back on it now and bearing in mind that Guthrie's Boys will not be the last to close it might just be worthwhile putting the process to paper. Like anyone in grief, we all felt rather alone and there is a chance that those who follow us - and follow they will - might find it less painful to know that others coped.

At first there is the shock. We firmly believed that, although the List D system was contracting, we would be one of the last to close, if ever. "The Secretary of State announces..."

The school had been informed that afternoon as the statement was read in the House. Westminster had always seemed a long way from Edinburgh until then. The boss had managed to telephone most of us that evening: "Mr Foster, I'm afraid I have some bad news, the Secretary of State has decided that the school is to close."

"Oh!"

What is there to say? You stand there still holding the telephone. As of this moment your future no longer exists. There is no agreement with the Social Work Services Group, our paymasters, that guarantees employment. You are about to become redundant, one of a three million plus statistic. You phone colleagues, or, in my case, drive to the school. You need the support of others around you, it takes time to sink in.

We go to work the following morning. Half the school is still on holiday and it is to a depleted assembly that we tell the bare facts. Like us they are stunned: no comments, no questions.

"Right lads, let's get over to classes." I don't suppose there were more than half a dozen words spoken as the pupils filed out of the hall. The questions came later as we tried to assure them that we would do all we could, but not just then. Not that morning, it was not yet real enough. As you walked around the school you could find little groups of staff and boys. Just standing. No one wanted to say much.

Perhaps it was all some ghastly mistake, perhaps they meant it to be the girls school after all and some damn fool politician had got the names crossed.

We'll go private - lots of schools had, especially in England (and closed for lack of support, although we ignored that).

The region will back us, they need Guthrie's. We'll put our case to the Minister; he must have got the facts wrong, been poorly advised or something.

We did.

He was very polite and he listened to us. He said no: the six-month period of notice began so that the school closed on March 31, the exact end of the fiscal year. If nothing else, our masters had a rather nice sense of timing.

I suppose the next stage was the "I'll pretend it hasn't happened it will go away" stage. We had many letters and statements of support from people we worked with - panels, social



20 YEARS OF THE TESS



Dr Guthrie's in its heyday.

From page 34

Guides examination for the Christmas leavers.

Books on special and mainstream education were added to the staff library and we went ahead and purchased our three BBC computers. It was business as usual, with a vengeance.

The children responded like us. They, too, did not want to look at the future. Despite the comments to the contrary many had a considerable investment in the school, because it was the only place that would take them and in which they had eventually found the security to settle, or because of the fear of not knowing what the next place was going to be like. It was a bit like during the war: we were all in it together, and perhaps because we could recognize this we overcame one of our greatest fears.

Previous List D closures - yes, there had already been several - had not always run smoothly and in one case a school had become so demoralized that the pupils had vandalized it to the extent of hurling the slates off the roof. That this could happen was frightening and we were determined it should not. There had been several senior staff meetings on how to prevent a drastic deterioration in morale. Not, I suspect, that we as seniors were all that effective in our deliberations; events seemed to overtake us.

One morning, for instance, we found the boot hall, a room where the resident boys kept and cleaned their shoes, had been smeared with boot polish and graffiti. Our response was alarming even to ourselves let alone to the pupils, who, strangely enough, readily admitted their crime. This was our school, we had many years of happiness, anger, fear, elation, excitement, in fact our lives had been invested in this place and how dare anyone deface it even at this late stage. The anger was intense, yet it made both us and the boys realize that this place called Dr Guthrie's Boys School still meant something and from then on there was never any real fear of it being vandalized.

If anything the opposite. Towards the end, when a group of us were clearing out the classrooms, there was almost a reluctance to take things down from the wall.

Eventually we became capable of facing the reality again but not before the anger, yet another stage in the inevitable process of mourning. Yet this anger - rational, irrational, misplaced, well-aimed or whatever - served its purpose. It was a real feeling, it helped us emerge from the "let's pretend it hasn't happened" stage. We came back to the real world again and most important of all we started seriously to look to the future and at how we would continue to earn a living.

One of the drawbacks of the security of the teaching profession, and honestly I'm not trying to be funny, is that we forget, apart perhaps from chasing promotion, the horrendous task of looking for another job. The searching, the hours spent filling in application forms, recombining the curriculum vitae yet again to fit yet another application, yet another call to ask Mr So-and-So if he would write yet another reference. And yet another letter saying sorry, not successful, thank you for applying. Worse still, no reply at all and the feeling that perhaps you are not even worth acknowledging.

And all this, not from the comfort of being one of the privileged still working, although the second year drive you up the wall and you are no longer speaking to the head, but from

the panic of pending redundancy. Laying it on a bit thick, perhaps? Yet that is how it felt at the time when yet another eagerly-awaited letter said no thanks. Then finally someone says yes, welcome aboard, not exactly what you wanted, but it's a start, and you breathe a sigh of relief that you are not going to become yet another of the great unwashed.

What of the children? The interminable meetings and reviews to decide their future? Do we just pack them off to the other List Ds in the area and fill up a couple of dormitories or house units? Is it that simple? Are they just the pawns in this political game of pounds and pence? Because the bottom line of this little deal is called cost-effectiveness.

When we received our notice to close there were 22 boys who attended on a daily basis, most of whom had failed several attempts at reintegration into mainstream schooling. These would be transferred to the other List Ds even if in some cases it meant a journey of up to 40 miles a day to attend school. The remaining 25 residents, who in the normal course of events would eventually work towards attempting to return home and to their own local schools, would have the process accelerated. This would be difficult for the child and his family and would demand yet more resources and support from the schools and social workers concerned.

Others for whom the transition from resident pupil to daily would normally have been hesitantly considered would, together with their parents or care staff, in the case of those in children's homes, have to receive many periods of counselling to enable them to return home in so short a period. Eight were due to leave that Christmas, which eased things a little, and we arranged that the dozen due to leave in May could be transferred en bloc to Wellington List D School for the last couple of months of schooling. Of the really difficult ones, well, somehow they slotted in and at the end of the day with a great deal of help from all concerned and with the odd nudge here and there at the bureaucratic machine all were found places.

In fact only one very young boy needed to be transferred as a resident to another List D school. Perhaps there is a comment there somewhere about the List D system, but somehow I do not think this is the time or place to make it.

And what of the end, the final phase when the boys have gone and the school is sold from under your feet? The bit where you come into the staffroom and find three broken chairs left - the rest have been sold to another school together with a load of desks, chairs, blackboards and sundry items.

You clear out the classroom and empty your desk of all the junk confiscated over the years. It takes a while as you put faces to the almost pathetic pieces of flotsam that remain. You remember the laughs, the battles, the ones that made it, the ones that did not and are probably in Saughton or the Linney. Your desk lies empty and the remains of your teaching career at Guthrie's are at your feet in a black plastic rubbish bag. It's all cleared away now. Just yourself left until Friday, end of a chapter and only a feeling of sadness left.

There are 57 beds and mattresses no one wants and they have all to humped to the tip.

There is only the clearing up to do now - empty cupboards that probably last saw daylight when Queen Victoria was on the throne, or so it seems. The bags of rubbish mount. We sold a load of old exercise books to a paper merchant and sent the money to charity. Some find the final clearing up difficult to cope with but it's just a job like all the rest.

The inventories, the pricing, the whole painful process of selling the school as though the receivers have been brought in. The terrible sadness of the last few days as the familiar things disappeared. (By the way, whatever happened to Rory, the school cat?)

And finally the wakes. We had two. There was an organized affair with invitations sent to those with whom we had worked over the years to join in the last rites, so to speak. A disco, tickets at a pound a head and proceeds to the Ethiopian relief fund. We went, and like all wakes there was a melancholy about it, an acceptance of the inevitable. And then finally, on the last afternoon, there was a quiet impromptu lunch and the chance of a drink or two with old friends and colleagues just to say cheerio and all the best.

It's over. The body is dead and buried, the mourning process has finished. For this school at least.

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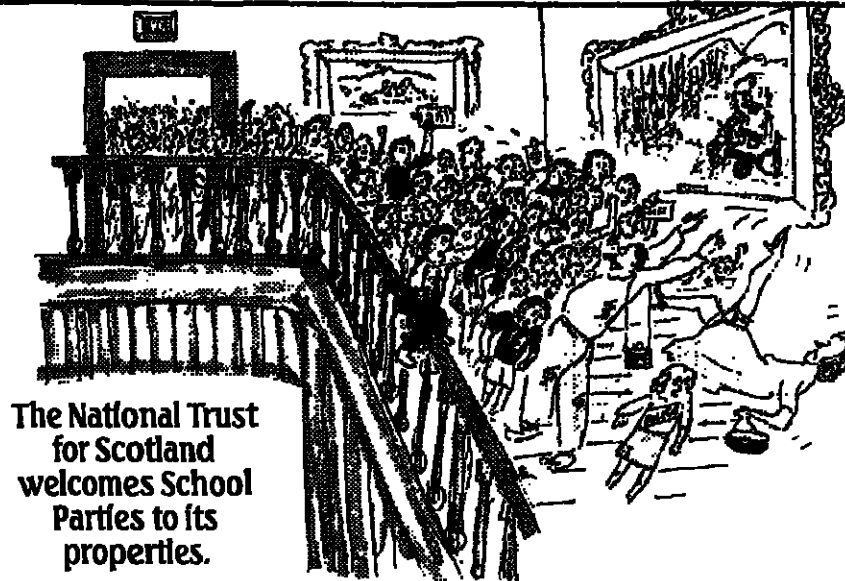
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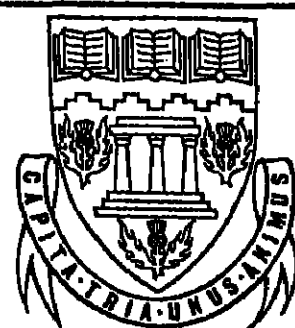
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20 YEARS OF THE TESS

Willis Pickard, editor of *The TESS*, analyses a flaw in the Scottish education system

The missing link

A few years ago there was pressure to create a standing advisory council for Scottish education. The advocates, recalling the seminal reports issued by a similar council in the 1940s, believed that Scottish education lacked a coherent framework of fresh ideas, and a forum should therefore be set up within which they could be generated.

Fashions change and no one now speaks of such a council. As it happens, a similar body already exists for higher education, set up by the Secretary of State and reporting to him (by the end of October, we are told). Since it is dreaming up ideas behind closed doors everyone is suitably suspicious.

Advocates of a think-tank may also have come to realize that Scottish education is, in fact, not short of ideas. What it lacks is a sure way of carrying them into action. At one level that is because teachers are fed up with the amount of change they have been expected to accommodate in the last 20 years without the resources to accompany it. At another, more immediate level it is because all change has come to a halt as a result of the present campaign of industrial action.

Whether the restoration of normality will see a resumption of curricular development, especially for the 14 to 16-year-olds, remains an imponderable element of the dispute – and a probable bargaining counter in the eventual negotiations which must resolve it.

Students of Scottish education must accept, however, that there is a more fundamental obstacle to change – one neither temporary because of the dispute nor intellectual because of a shortage of ideas. The problem lies in the gap between ideas and their translation into action.

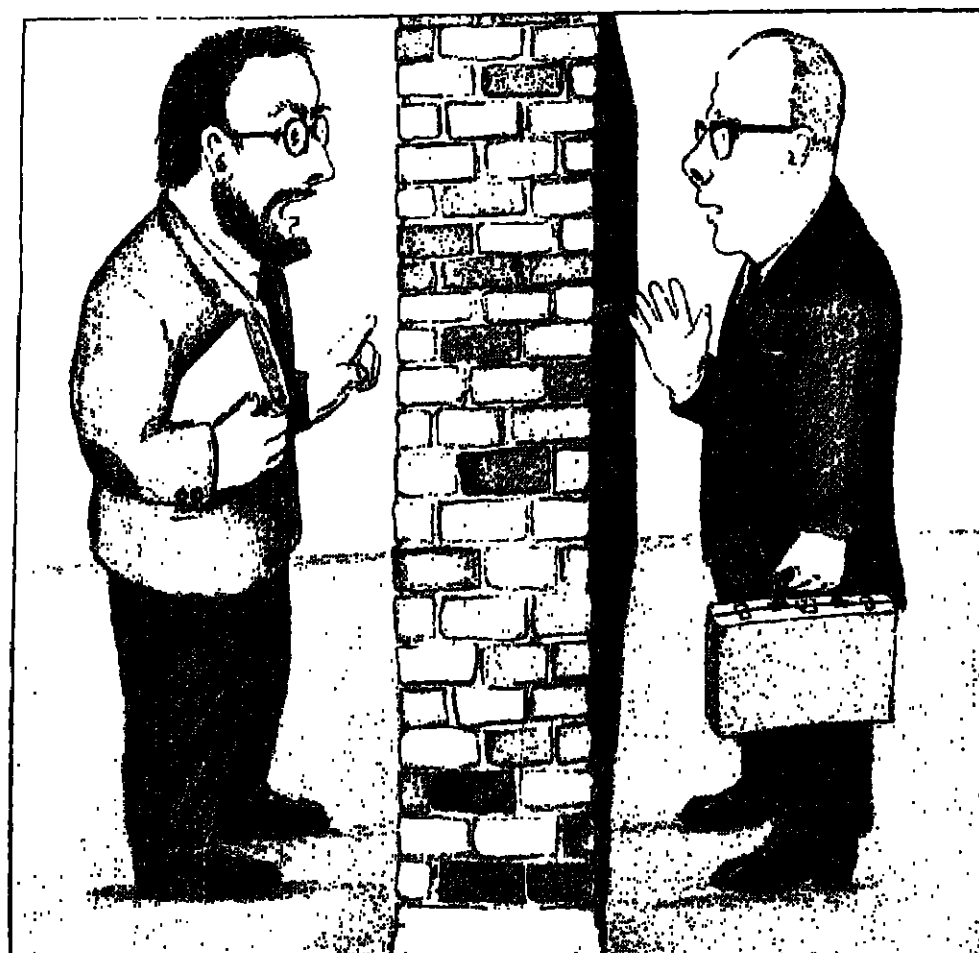
The history of Standard grade admirably illustrates the point. It is widely recognized north and south of the border that the Munn and Dunning committees came up with the far-reaching programme of reform designed to ensure that all young people, and not just the ablest among them, had courses and certificates suitable to their abilities and testifying to their efforts.

Critics dissented from the details of the reports. Government altered some of the recommendations, as both Sir James Munn and Dr Joe Dunning point out in their articles on pages 22 and 23. But of the radical nature of the reforms compared with what had gone before and compared with the lack of similar initiatives in England and virtually everywhere else in Europe there was no doubt.

The problem came in carrying through the changes. Government accepted them in broad outline and willed them into being. But, as has become evident in the genesis of the present pay dispute, ministers and their officials did not foresee the extent to which the reforms would affect the day-to-day existence of ordinary secondary teachers. They did not appreciate that a curriculum which sprang from the initiative of classroom teachers and forms of assessment which relied to a novel extent on teachers to underpin the work of the external examiners would place unparalleled burdens on the teaching force.

Hence the disillusionment which fuelled the discontent about pay; hence, too, the jeopardy into which the whole future of Standard grade has been put as its timetable slips farther and farther behind.

Surely the reason for this gap between concept and realization rests in the nature of Scottish education. It has no forum for debate. It has no place in which ideas can be examined for their intrinsic merits and shortcomings and for their effects on the existing system. It has no way of ensuring that Government action, at the behest of inspectors or administrators, makes sense in the arena where the effects will be felt, namely, the schools and colleges.



Therefore for years those who pointed to the failings of the Standard grade development programme – reforms without resources – had no audience able to put pressure on the Government.

That may seem a strange statement to make about an area of public affairs so teeming with pressure groups. When Minister for Education and Industry at the Scottish Office, Mr Alex Fletcher used to point to the different nature of the two sides of his remit. On the education side a large part of his energies were taken up listening to interminable pressure groups.

Among these the most influential are probably the teacher unions, especially in the recent years in which they have sharpened their image and cutting edge (as David Ross shows on page 33). But when the Educational Institute of Scotland and the others pointed out to the Government the resource handicap to Standard grade, they were assumed – rightly in one sense – to be making a bargaining point aimed at raising teacher numbers and salaries. Since the EIS both complained about the speed of introducing Standard grade and about the delays, its effectiveness was further blunted.

In a general sense, however, the strength of teacher unions and the prevalence of pressure groups representing everyone from directors of education and headteachers to parents are an attempt to fill the gap in Scottish educational government. Since there is no institutional place for debate individual interests look for a way of fighting their own corner.

The proper forum should be Parliament. MPs are charged with the job of examining Government proposals, of pricking ministers into action, and of voicing public disquiet about, for example, the resource implications of Standard grade.

But few of the 72 Scottish MPs take a close interest in education, and even if they do they have little opportunity to do more than ask ritual questions in the monthly Scottish Questions.

Time or in the even less frequent debates on the subject. On anything other than constituency matters, the last group education ministers and their officials have to worry about are the democratic representatives of the people.

English readers may regard that as an obtuse argument, no more than the usual Scottish whingeing. Does the Department of Education and Science find itself any more answerable to back-bench or Opposition MPs? The answer is that it does in the sense that some English MPs do choose to specialize in educational matters, the Department is more frequently answerable to the Commons at Question Time, and there is in existence a committee of MPs quizzing ministers and their officials and querying decisions or the absence of them.

There is an English education debate, which branches out from Westminster or which impinges from outside on MPs. Sadly in Scotland that does not happen.

In some ways the effect on Scotland is made worse by the smallness of the education system. Fundamentally, the system operates by everyone knowing everyone else. The decision-makers are a few hundred in all. The 12 education authorities with New St Andrew's House over money but are more ready to respond to central government than are the 104 authorities of England and Wales.

There is one focus for power – in New St Andrew's House. The education authorities, of course, launch their own projects and initiatives but rarely ones which challenge the received wisdom of the HMIs. Recently, it is true, Strathclyde, the largest authority, has demonstrated its potential as a state within the state by producing its own initiatives ahead of the Government – on team teaching for the first year of secondary, and on reorganizing nursery schools as part of general social provision for the under-fives. But elsewhere the challenge to the centralized nature of the

Scottish system has been slight.

When well used, the system can be efficient. The most recent example was in the implementation of the action plan for 16 to 18-year-olds, when a handful of determined and able officials convinced ministers and enough leaders of the further education world of the need to produce and certificate modular courses. FE staff are used to adapting to changing demands for courses, and so the hundreds of modules were written and are being taught. The reform was worthwhile and the speed was desirable, certainly in contrast to the eight years of waiting for the start of Standard grade in the schools.

But of informed debate there was little. The changes were imposed on students, staff and industry, and the mechanisms for ensuring that shortcomings are identified and acted upon are hard to discern.

The absence of a forum for discussion and for mounting pressure on the Government means that in Scotland education is a "top-down" process. Change comes from central Government and is imposed; or pressure for change can safely be ignored if it comes from the ranks. The consequence is that ideas which are tested by being implemented are ones which appeal to the Government. Those which spring from practical classroom experience or from dissatisfaction with the established order are left as the property of the dreamers or the malcontents.

Symptomatic is the way in which the Scottish Education Department has always sought to channel publicly-funded research along acceptable lines. It now intends to strengthen its grip by laying down priorities which accord with Government policy and which will become the basis for discussion at a forum representing the research community. The idea of a forum is welcome; the inhibition on it limiting proposals for research projects by first laying down priorities is not.

The logic of my argument may seem to point to the absence of legislative control of Scottish education from within Scotland as the prime cause of our discontents. It is not my intention to replay the Devolution debate of the 1970s, both because Devolution is not on the immediate political agenda and because there is no guarantee that the creation of an assembly in Edinburgh with education as a principal function would automatically fill the gap I claim to have identified.

After all, the standard of knowledge and debate among most councillors in the 12 regions which are charged with running education in their own areas is dismal. Would assemblymen prove better investigators and stimulators? It is at best questionable.

The forum that is missing may not therefore be institutional. It may be as much an attitude of mind. We are too easily fobbed off, not least by sham debate. I do not believe that in England or the United States or Western Europe people would have put up with the farce which the Scottish Education Department called consultation over school councils. The SED commissioned research on the working of the councils, and was upset to get a report suggesting radical change in the direction of greater parental participation.

A so-called consultative document was issued, purportedly summarizing the arguments in the report and the grounds for debate, but ignoring the most far-reaching option put up by the researchers (a council for every school). As a result the "consultation" was nullified, intentionally of course. And no one except the original researchers said boo.

The most thought-provoking history of higher education in Scotland was written by George Davie under the title *The Democratic Intellect*. The failure of will that I have identified might be termed a failure of that same democratic intellect.

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The Modern World Since 1870. By Ron Brooks. University Tutorial Press £3.25. 0 7231 0879 X
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World War II. By Dudley Woodget. Longman £2.25. 0 582 33060 2
What Did You Do In The War, Mum? Age Exchange, Camden Row, Blackheath, London SE3, £2 (reductions for OAPs)
The Thirties. By Sidney Wood. Oliver and Boyd £1.80.

Projected syllabuses and sample papers for GCSE history are circulating faster, but until it actually happens, it's difficult to know what it's going to be like to teach. Will we have to cover the immense range and detail we've had to cope with in some of the O level syllabuses? Will we be able to stick to the selection and depth of some of the project work of CSE? Most important, how hard is it going to be?

Teachers may have headaches about this; publishers have to have them too. They've been working on their 1987 lists for some time, and many of them are already bringing out books with GCSE in mind. Let's *Revise World History*, in their study aids series, could hardly yet claim to be "a complete revision course" for GCSE though. It sticks to saying it's one for O level and CSE instead, and a very good one it is too clearly structured and packed with crystallized lists of events,

causes, effects, principles, self-test questions, examination questions, and a glossary. Of course it may eventually be ideal too for re-issuing for GCSE; after all, most publishers seem to be crossing their fingers and sticking to their normal 16-plus fare, with continuing emphasis on documentary and visual stimulus material.

Longman, for example, are consolidating the success of their existing secondary histories, with a sourcebook to go with their best-selling *The Modern World Since 1870*. Its sources and questions follow the structure of the sourcebook, but could equally well be used without it. There is good coverage of 20th century topics from Irish Home Rule and the First World War to Civil Rights in the USA and the Third World in the 1970s.

Russia In Change is another Longman sourcebook, whose range and depth of sources reflects the luxury of 100 pages on a single topic. Particularly striking were the early 20th century descriptions of the life of the peasants – many suffered from poor eyesight because of the blinding smoke in their chimneyless hovels – and the several extracts from Evgenia Ginzburg's account of her experiences in labour camps, which are written with a clarity and simplicity ideal for young readers.

UTP's *The Modern World Since 1870* (no relation to Longman's) is subtitled "Sources and Perspectives", which translates as sources, questions, and an author's introduction to each section. It's well structured, clearly presented, and the questions are straightforward, testing both fact and imagination. They're a bit on the easy side of O level, on the difficult side of CSE.

The Contemporary World, now after six years in a second edition, is geared to the more able 14 to 16-year-olds. It's an admirably clear account of the modern world in terms of "Conflict or Co-operation". Some of the charts provide summaries that are really illuminating, such as one on Middle-East peace plans and the Palestinians, and a particularly topical "Who's who in the Lebanon". The conflicts are geographically far flung; the cooperation focuses on the EEC, which is dealt



with very fully, and the United Nations. This is excellent value.

Supplementing the sourcebooks there are the topic books. *Hiller's Germany* will enhance the Links series' high reputation, with its clear survey tracing the advance of Hitler's hold on Germany and Europe, and the course of its collapse. *The Secret War Against Hitler* (Then and There) has the more unusual angle of resistance both inside and outside Germany, with the added interest of the author's own personal involvement, smuggling passports out of Vienna after the Anschluss, for delivery to Austrians who "just happened" to stray over the border into Switzerland. *China Since 1949* (History in Depth) is the story of Communist China's lurching changes of fortune; the triumph of revolution, the disaster of the Great Leap Forward which did anything but live up to its name, the successes and failures of the Cultural Revolution. If you ever, like me, wondered vaguely what was so cultural about the Cultural Revolution, here's the answer – nothing: it was a revolt against culture. Obvious when you know, but it does need spelling out; after all, the Industrial Revolution wasn't a revolt against industry. The only slight confusion arises over the modern spelling of Chinese names. We've learned to recognize Beijing as Peking but identifying the Changliang River as the Yangtze would have been difficult if Mao (Mao Zedong) hadn't turned up swimming in it.

Spotlight on the First World War is a typical Wayland glossy, which adds little in terms of information to the vast number of existing books on the 1914-18 War, but its hard cover and

numerous beautifully reproduced photographs will be appreciated for library use. One striking illustration, which seems to criticize the war's confusion and futility, is entitled "French and British troops pass each other on a road near the battle front". Determined and intent, the lines file past each other, marching equally doggedly, in opposite directions.

Like *The First World War*, *World War II* sets military events in the context of the political background and the home fronts, but its different format makes it clear that it's for class sets rather than the library. It's billed as a sketchmap history, though in fact there's more text than map on most of its pages. What a pity the maps had to be so small – most no more than three inches by two, which makes them difficult to use and destroys their impact.

For a much more specialized aspect of the war period it will be difficult to beat *What did you do in the War, Mum?* for immediacy and interest. More than 50 women recount their war experiences in the Land Army, the Forces, munitions, and all the other areas where women's contribution was so vital during the war. Impeccably produced, it's illustrated by the women's own photographs and other contemporary material, and the accounts are vivid and lively, and above all personal. It certainly proves you can't generalize about "what people thought"; these women think – just about everything imaginable – between them. It also proves that you don't need historians to produce good history, and that textbooks aren't everything, even at 16 plus since it's produced not by historians or teachers but by the Age Exchange Theatre Company, who have a show which goes by the same name. Social history, family history, oral history, women's history; there are so many areas in which it could be useful. Many of these areas are touched on too in *The Thirties*, a slim collection of simple sources and questions for the younger secondary level, or the less able 14-16s.

Jessica Saraga



Divided

The Reign of Elizabeth I. Edited by Christopher Haigh. Macmillan Problems in Focus series £16 and £5.95.

If there are any school libraries still in a position to buy books, this is one which should have a strong claim on their attention. Twenty years ago, the majestic picture of the reign of Elizabeth I put together by Sir John Neale held something near a monopoly. Today, like so much else in the picture of Tudor and Stuart England, this has crumbled to dust, leaving us to say: "look on my works, ye mighty, and despair."

This volume is the first comprehensive attempt to put together the new work in a handy and palatable form, and it has succeeded. The keynote essay is that in which Norman Jones summarizes his book on the 1559 Settlement. Instead of a conservative Queen struggling with a Puritan opposition in the Commons, we now have a Protestant Queen struggling with a conservative resistance in the Lords. As Professor Elton points out, considerable revision in our notions of the relations of Crown and Parliaments is demanded by this finding: the "Puritan opposition" beloved of the last generation is vanishing, and we now see why Francis Rous was able to comment on the word Puritan that "in the mouth of an Arminian, it means an orthodoxian". Paul Slack, on poverty, shows why Tawney's findings are now as much in need of revision as Neale's, and J. D. Alsop comes as near as possible to offering a painless introduction to the Exchequer.

We do not yet have a new orthodoxy here: new questions for debate (and examination) are clearly visible. Dr Penny Williams, in questioning my remarks about the weakness of the late Elizabethan state, indicates the beginning of a debate. Professor Collinson and Dr Haigh mark another which is well under way. Professor Collinson traces the process of conversion to Protestantism, and Dr Haigh traces the resistance to that conversion. Both rely on considerable amounts of genuine evidence. Rather than debating about which of them can find more examples, we might do better to look at the conclusion which follows if we accept them both, which is that the Reformation led to a considerable growth of religious diversity. That diversity, and the problems it created for notions of authority, are the staple of the history of the next century. England was divided by the Reformation, and it is perhaps only in our own lifetimes that that division (at least on this side of the Irish sea) has been healed.

Conrad Russell

Grandeur

Memorials to the Roman Dead. By Susan Walker. British Museum Publications £4.50. 0 7141 1275 5.

Even the most casual glance at Roman memorials to the dead may have been struck by the monumental elegance of their design, and touched by the lapidary eloquence of their inscriptions. Susan Walker, an Assistant Keeper in the Department of Greek and Roman Antiquities, celebrates this marriage of grace and grandeur in a monograph which wholly lives up to the standard of clearly-presented scholarship and fine-tuned illustration that we have come to expect in the Museum's publications.

Martin Fagg

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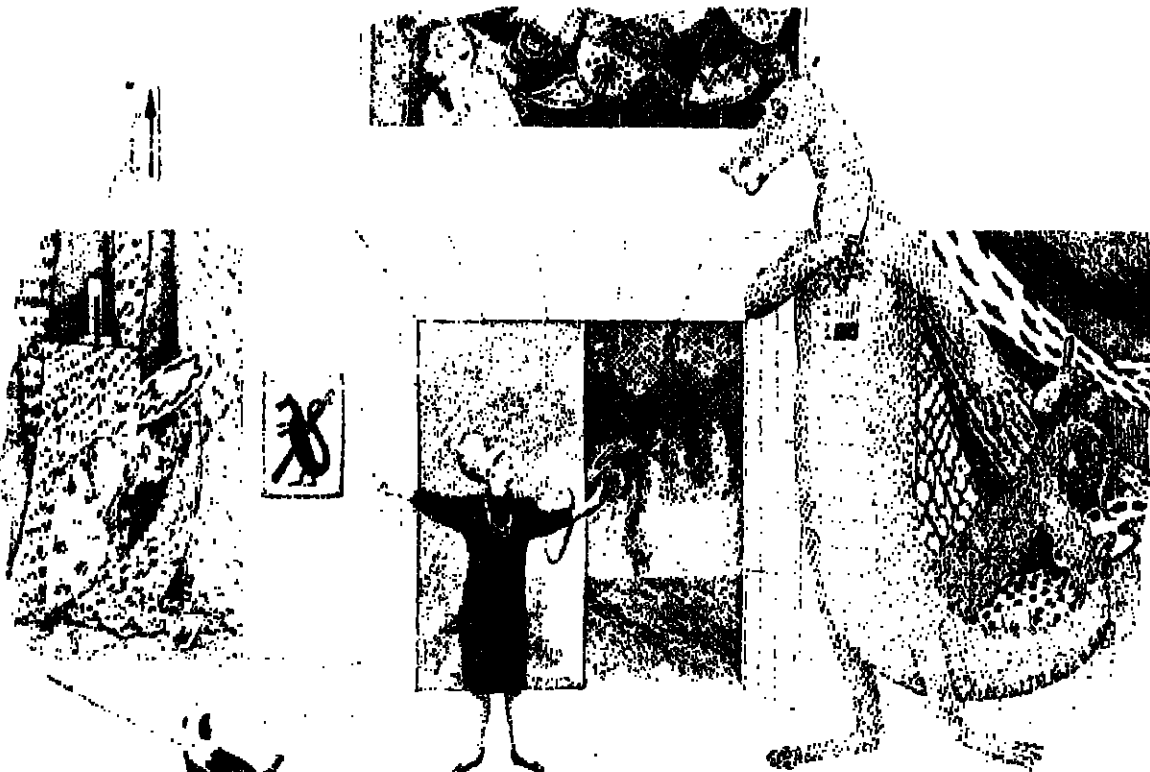
Dragon Days. By Willis Hall. The Bodley Head £4.95.
Dragon in the Family. By Maggie Prince. Hodder and Stoughton £4.95.
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A Book of Dragons. By Joan Cass and David McKee. Heinemann £6.95.

Dragons are not what they used to be. Once upon a time they were unimaginably fearsome creatures, repositories of all evil and terror, lurking just beyond the edge of the known universe. Now we have been everywhere and seen everything, and we know that dragons are really quite cuddly, if a bit given to whingeing.

Thus, in Willis Hall's book, there is an actual breeding colony of dragons, which behave much as gorillas do in the presence of David Attenborough. "He Henry watched, the young dragon waddled across and nuzzled up to one of the larger of the approaching beasts, rubbing its snout along the bigger one's scaly hide."

This is a splendid story, which begins with young Henry's disappearance into a magic cabinet during a performance by a seaside illusionist. His mum and dad's reaction to this is terrifically reminiscent of the way that the parents of the celebrated Albert greeted the coming of their son by a lion in the old monologue.

He said, "You lion's et Albert And 'im in 'is Sunday clothes too!" The father of Willis Hall's Henry is called "Albert", and I entertain the romantic theory that he is the same lad of the monologues, now grown up and with an adventurous son of his own. Hall must be familiar with



"Please leave," said the shopkeeper and pointed to the warning on the wall: MONSTERS FORBIDDEN. From Christopher Hope's *The Dragon Wars Pink*, with illustrations by Angela Barrett (A&C Black £5.95).

the family after all. This is a grand book, full of life and humour. It takes us to Camelot and then back to the seaside, with invention and adventure at every turn.

Do your water pipes sometimes go "Knock Knock"? If so, then perhaps a dragon lives there. Such, I imagine is the origin of Nocton the drainpipe dragon who is the star of Maggie Prince's book.

Behaving like an exaggerated version of one of those monstrous mentally subnormal dogs which dominate some suburban households, Nocton Gets Into Scrapes – melting lino, searing relatives, angering railway employees. He does, however, also have many useful attributes, and can boil

and I do not wish to read it again. A *Book of Dragons* is an anthology of dragon stories and poems either written by Joan Cass and David McKee or collected by them from elsewhere. It includes "The Tale of Custard the Dragon" by Ogden Nash and "The Snitterjipe" by James Reeves as well as stories such as a retelling by Joan Cass of "St George and the Dragon". There are 11 stories and poems in all, with lots of lively illustrations by David McKee, many of them in colour. The whole is very presentable and children will enjoy handling it and browsing.

Gerald Haigh

BOOKS

Tomorrow's world

A Job To Live. By Shirley Williams. Penguin £2.95, 0 14 008426 6.

Shirley Williams has spent much of her time since 1979 as a senior research fellow at the Policy Studies Institute. When she has not been temporarily pre-occupied with the House of Commons as the winner of the Crosby by-election in 1981, and the affairs of the Social Democratic Party, of which she is president, she has used her time away from the day-to-day neuroses of the House of Commons to immerse herself in the social, economic and political implications of the Information Revolution and the 'impact of tomorrow's technology on work and society'.

The canvas is huge. Mrs Williams is a good summariser. The book provides a rather breathless tour round a very wide horizon, in the form of a series of short sections—many of them tantalising because they leave the questions they raise dangling in the air. She starts with employment—or rather, unemployment—and how Britain, the United States and Japan are shaping up to the transformation of manufacturing and service industries by the computer in all its forms.

The information on Japan and the US will be of interest to the general reader, though one suspects that anyone who has looked at these matters seriously will already be familiar with much of what she has assembled. The way Japan has embraced new technology and adapted to its demands is impressive (and frighteningly rational to those of us who are accustomed to more perverse human reactions) but what emerges most clearly is the fact that, but for the huge increase in Japanese exports which has sent unemployment rocketing throughout the rest of the industrial world, Japanese productivity gains would have cut directly into Japanese jobs. Had this happened, the promise of life-time employment in which the big Japanese companies have based their claim on workers' loyal cooperation would have fallen to the ground. As Mrs Williams shows, there are well-founded doubts about the logical possibility of all the other big industrial economies performing the same economic miracle as Japan and creating new jobs on the scale required.

Her analysis of the future of employment, then, is interesting and its cross-cultural spread gives it perspective. It rightly looks beyond technology to the

human factors which set limits to economic possibilities. For instance, she (like the SDP) sees a new incomes policy as a *sine qua non* of a planned recovery and trots out (albeit absurdly briefly) Professor Richard Layard's inflation tax as the answer. By so doing, she emphasizes the difference in magnitude between her problems and her solutions.

Her education section reads more like some notes towards a chapter than a serious contribution to the educational argument—though most of it is there. She sees computer literacy as a basic educational aim—for teachers no less than for children—and not just as a specialist activity. She believes the future will require a broad educational foundation in the humanities as well as science, and high levels of average capability throughout the community (the Japanese achievement) not a small elite at the head of a poorly educated mass. More specifically, she sees no need for the continuation of external examinations at 16-plus. The bones of a policy are there but, as Mrs Williams herself proved when she was Secretary of State, getting from A to B is more difficult than describing X, Y and Z.

The latter sections of the book are also rather sketchy but, by showing how widely the issues ramify, they provide stimulating leads to further speculation. She touches on the flow of information in an electronic world, the political and economic questions of access and control, the potential for surveillance and the threat to democracy posed both by Orwellian political control and the capacity of interactive cable for instant referenda and the new, electronic populism they would bring with them.

This book is full of thought-provoking glimpses of future hopes and future dangers. What it lacks, perhaps, is a stronger critical content, a more robust scepticism, a greater willingness to sift the wheat from the chaff. The concluding paragraphs make a belated and rather feeble plea for 'intermediate technology'. If this is meant to embody the real message of the book, it would have been better to have set out the hypothesis earlier and to have used it as a yardstick by which to measure the geo-whizzery—the talk of fifth generation computers and expert systems. Still, it's a book which is well worth reading—and putting in the hands of sixth-formers.

Stuart Maclure



"Reynolds, Williams, and Crust, members of D'Arcy's Persian exploration party, enjoyed a spot of 'tea' near Masjid-Sulaiman in 1908." From *Fundamentals of the Petroleum Industry* by Robert O Anderson, a wide-ranging survey of the development of the petroleum age and the current economic, social and scientific trends (Weldon and Nicolson £18.95).

Think again

Rethinking Teacher Education. Edited by David Hopkins and Ken Reid. Croom Helm £17.95, 0 7099 3505 9.

Rethinking Teacher Education promises more than it produces. The editors say that it explores four themes: an analysis of the contemporary context of teacher education; organization; "its internal features and ecological context"; an analysis of the "programmatic nature of teacher education"; some major issues "currently facing teacher education". But apart from the inevitable hazards of combining the work of 12 authors in 253 pages, there is the difficulty of carrying an argument along for any one of those themes, let alone four. This makes "rethinking" hard to sustain. It is more like a collection of uneven thoughts, with occasional flashes which light up a future which is indeed re-thought.

That it to take the editors, David Hopkins and Ken Reid, at their own words. It is not to say that it is not a useful book on teacher education. Early chapters offer a stream of criticism of Government influence, unfortunately without a systematic critique. Why have successive Governments made such a mess of teacher education? The distinction the editors assert (whatever that means) could be applied to that question. The book ends with William Taylor's masterly state-of-the-nation review, and some des-

iderate for the future. The best, in "rethinking" terms, of the in-between chapters are Partnership Supervision, by Jean Ruddick and Alan Sigsworth, and Subject Centred And School Based Teacher Training in the Post-graduate Certificate of Education, by Jim Eggleston.

The book highlights a major problem. Government influence on teacher education is paramount. That influence, as authors here record, has been and is exercised erratically. But having sympathized with the difficulty of the DES in relation to local authorities, the Treasury, teachers' associations, and its statutory responsibility for standards, Government cannot be absolved from the consequences of the way its influence is exercised. The debate in this book represents the struggle by people appointed to discharge responsibility for the practice of teacher education to do the best they can in the shadow of those influences. What they need is to be able to work in broad daylight. And the Secretary of State can let in some daylight by discussing openly the criteria he issued to his new Council for Accreditation of Teacher Education course, so that in partnership with the professionalists demonstrated in much of this book, criteria can evolve as an instrument for supporting Rethinking for improvements, without blinkers.

Norman Evans

Energize

Energy: Crisis or Opportunity? An Introduction to Energy Studies. By Diana Schumacher et al. Macmillan £25 and £12.

Public policy issues frequently lack the economist's perspective. For example, government inquiries consider alternative sites for a third London airport rather than ask whether the cost of the alternatives forgone by having a third airport at all are justified. This textbook overview of energy studies similarly fails to focus the economic spotlight, avoiding all discussion of the crucial question of the rate at which society does/should discount the future, and the discrepancy between private and social rates of time preference. Another ignored aspect concerns the demand for energy: policies to encourage lifestyles that require less profligate energy consumption might reduce the need for revolutionary changes in the supply of energy.

Furthermore, the global social costs of increased consumption of energy generated by nuclear power and coal are greater than the private costs, so governments should impose pricing policies to encourage conservation, and engage in greater research and development on renewable energy sources. The technical aspects of the alternative energy supplies are exhaustively covered in this synoptic text for students of engineering, geography, environmental and other energy-related courses.

The historical introduction offers a broad description of traditional, current and emerging energy forms, from 2,000-year-old water wheels still functioning in Syria, to the development of nuclear reactors in the 1960s. Schumacher points out that until the oil crises of the 1970s, conservation had been ignored by the "affluent societies"; it henceforth became a major feature of energy policy.

Technical chapters follow on oil and natural gas, coal, nuclear and solar energy. Biomass, which is stored mainly in trees, is an important energy source in the Third World, but unfortunately the use of wood is often uncontrolled and not accompanied by soil enrichment and replanting programmes, so soil erosion, flooding and desertification ensue. The world loses an area of forest the size of England and Wales annually through tree-felling alone.

Sea energy schemes such as tide mills and power barrages have environmental side-effects which may vitiate their advantages except in a few locations. Geothermal energy is vast but as yet hardly tapped. UK conservation policies receive faint praise, but architects are criticized for their glass-sided office blocks which cause enormous heat losses in winter and require air-conditioning in summer. Energy options for the Third World are not so straightforward. Many countries do not possess adequate reserves of conventional fuels to meet subsistence let alone development needs.

This specialized text will serve mainly as background reading, but its numerous tables of statistics will make it a much-used reference source.

David Whitehead

J G Owen

Stories within stories

In My Mother's House. By Kim Chernin. Virago £10.95, 0 86068 558 6, £4.95, 563 2.

The author embarked on a perilous voyage of introspection and interpretation in telling her family's story this way. She chose to do so by introducing these recollections in a series of flashbacks narrated by her mother and discussed with her and with her own daughter, who in the course of the production of the narrative, grows up. Each story reveals another, like one of those Russian *babushka* dolls.

It could have been a schmaltzy saga, a sort of *Fiddler on the Roof* Part Two, about what happened to those emigrants from Tsarist Russia, told on the distaff side. But it is triumphantly saved by two things. The first is the superb skill of the author who always stops this side of sentimentality. The second is its beautifully subtle explorations of the

parent and child relationship: we adore them, then we are embarrassed by them, we reject them and fight everything they stand for; finally we accept them with an aching sympathy that still has an edge of exasperation beneath the surface.

We learn first of Grandmother's life in the *shetl*, where she was the only literate woman in the Jewish village, of the emigration to America in 1914, of Rose Chernin's struggle for education and for union rights in the garment industry. Gradually she emerges as a fighter against oppression in every sphere, industrial, political and domestic. She is that very unfashionable thing, and unregenerate member of the Communist Party of the United States. This was the faith that sustained her as a militant organizer in the battle for social justice from the de-pression to the threats of deportation in the McCarthy era, including several years of residence in the Soviet Union itself.

The agonizing death of a cherished

elder daughter puts a terrible strain on the family as Kim tries to be a good young Communist like her adored dead sister, but develops vague ambitions to be a writer. One day she declines to go along to yet another protest meeting, declaring that the poem she is working on will live long after the Communist party is forgotten. "That I should live to hear it, I, from my own daughter," exclaims Rose, and the same argument was repeated for 20 years until the generations came to terms with each other. The tragedy of course is that the great fighters for American liberties were irredeemably tarnished in the eyes of outsiders as the apologists for Stalinist dictatorship. Rose Chernin remains oblivious to this tragic irony, but her daughter is acutely aware of it, while her daughter, Larissa, learns to appreciate both the Jewish and the radical heritage. An absorbing story.

Colin Ward

Period pieces

Elizabethan Poetry: Lyrical and Narrative edited by Gerald Hammond (Macmillan Casebook Series £15 and £6.95). Macmillan's Casebook series was launched in 1968 in order to present carefully selected critical essays on a single poet or literary theme. Gerald Hammond's volume is divided into three parts, enabling the reader to compare the opinions of contemporary writers, such as Cam-pton and Sidney, with comment and appraisal of Elizabethan verse written between 1618 and 1887 and that of 20th century critics.

English Poetry of the Seventeenth Century by George Parfitt (Longman Literature in English Series £13.95 and £5.95). One of the first three titles to be published in this new series, this volume considers the verse of its period in the context of the socio-political history of an age of ferment and dispute. This framework includes a study of the religious lyrics of the metaphysical poets, Marvell's parliamentary lines, Rochester's bawdy and Dryden's satire.

Four Metaphysical Poets edited by Richard Willmott (Cambridge University Press £5.95 and £2.95). In preparing a student's introduction to the metaphysical poets, Richard Willmott has made full and helpful notes to a substantial selection of the lyrics of Donne, Herbert, Marvell and Vaughan; and completed his anthology with a brief section of work by their contemporaries from Marlowe to T.S. Eliot. His introduction explains how such diverse talents have come to be grouped together under the same label.

Poetry of the Romantic Period by J R de Jackson (Routledge & Kegan Paul £6.95 0 7102 0551 1). This fourth volume in the Routledge History of English Poetry, edited by R A Foakes, covers the years from 1780 to 1835, so includes the work of Burns and Cowper among that of the poets more usually associated with this period. Professor Jackson is more concerned with individual poems than with the corporate work of any particular poet, however, and his purpose is to show how the verses reflect the literary fashions of the time.

The Parish by John Clare edited by Eric Robinson (Viking £10.00, 0 671 801127). This biting satirical attack on social injustice was not published until long after the poet's death, and it has never received the acclaim given to his nature poems or to the sonnet on his madness. Now that it has been carefully edited and made easily accessible, the full strength of Clare's reforming wit emerges, and readers of his third poem will become as familiar with the supercilious Miss Peevish Scornful as they are with Trouty Wagtail.

Shirley Toulson



Archaeological tablet depicting Dionysus, the god of wine, with vine and drinking cup—from The Greek World: Classical, Byzantine and Modern, a collection of superbly illustrated essays, edited by Professor Robert Browning, on the country's history, life and culture (Thames & Hudson £20.00, published on September 9).

Mad Girl and her sisters

The Bloodaxe Book of Contemporary Women Poets. Edited by Jeni Couzyn. Bloodaxe books £12.95 and £5.95. Life by Drowning: Selected Poems. By Jeni Couzyn. Bloodaxe Books £5.95.

It is now the fashion, it seems, when putting together a poetry anthology, to find a title sufficiently ludicrous as to attract reviewers' attention from the actual content of the book.

The Bloodaxe Book of Contemporary Women Poets is no exception. The title sounds innocuous enough, until we learn the identities of these "Eleven British Writers"—the leading British women poets, as they are called on the cover. To what extent can Ruth Fairlight (still an American citizen), Sylvia Plath (an Englishman), Anne Stevenson (an American), Fleur Adcock (a New Zealander), and Jeni Couzyn (a South African), lay claim to being British?

In fact, Britishness has nothing

whatsoever to do with Couzyn's selection which, she tells us in the Introduction, is based upon a particular set of criteria: all the poets are over 40; they have each published four or five books; and they are those, she says, "whose work is particularly close to me".

Fortunately, it is a good choice, and one that makes mockery of the three basic stereotypes of woman poet so cleverly and wittily analysed by Couzyn: Mrs Dedication, Miss Eccentric Spinster, and Mad Girl.

As a preface to her own work, there is an essay by each poet and, in the cases of Stevie Smith and Sylvia Plath, extracts from their prose and an essay by Couzyn. The poems themselves are well chosen, and Couzyn has resisted the temptation to choose all the old favourites which regularly appear in other anthologies.

It also seems fashionable, when editing an anthology, to bring out an individual collection of one's own at the same time. Jeni Couzyn's *Life by Drowning: Selected Poems* unavoi-

Women at odds

Aurora Floyd. By Mary Braddon. £3.95, 0 86068 510 1.
Belinda. By Rhoda Broughton. £3.95, 505 5.
Marcella. By Mrs Humphrey Ward. £3.95, 545 5.
Sisters By A River. By Barbara Comyns. £2.95, 475 X.
Virago Modern Classics

The first three of these books deal more or less with the period that bridges the gap between what is recognizably "the past" and the years immediately following the First World War. The fourth, quite different in character and subject matter, belongs to the second decade of this century. The central figure of each of the first three is a woman, and each of them, for one reason or another, finds herself totally or in part at odds with the role society expects her to play.

Aurora Floyd and *Belinda* both show the strength of a male-dominated society accepted by the two heroines even though they are in conflict with it as much as by the other characters in the books and their contemporary readers. Both are passionate and beautiful. Both are conventional in character and behaviour and both are led into folly or error by their passions. Both heroines accept the domination of their husbands, Aurora with love, Belinda as a duty. Both books provide entertainment in spite of some turgid writing, use of somewhat stock charac-

ters and over-much repetition, but the love and passion that form their major theme and made them favourites in the lending libraries of their day carry them along still.

Marcella is a sermon in the form of a novel. Unlike the other two heroines, Marcella is a conscious rebel whose social conscience, fully awakened, leads her to adopt the cause of the downtrodden poor of city and country, sacrificing not only an advantageous marriage but all her waking hours to their welfare and giving them her love. Mrs Ward, herself a social worker, was no sentimentalist, and although her sympathies are with Marcella there is implicit in the conclusion and hinted at in the text a criticism of Marcella's lack of restraint in her approach. It is in some ways less easily readable than the other two but it is undoubtedly more interesting.

Sisters by a River is the true account of an extraordinary childhood at the time when eccentricity and shabby gentility were having their last fling before the Second World War closed that chapter. Events, both real and half-imaginary are described with crystalline, macabre objectivity. Surrealist desires and experiences are recounted with matter-of-fact nonchalance and are sharpened still further by vivid images that owe nothing to artifice. It is a strange, disturbing book, oddly poetic and well worth reading.

Katya Watter

The worst Brontë

The Poems of Charlotte Brontë. Edited by Tom Winifield. Basil Blackwell for Shakespeare Head £19.50, 0 631 12563 9.
Poems by the Brontë Sisters. Introduction by M R D Seaward. A & C Black £4.95, 0 7136 2663 1.

The Poems of Charlotte Brontë is part of the work of replacing the old Shakespeare Head Brontë, Tom Winifield's 1983 edition of the poems of Brantwell with one of those of the best-known Brontë—disarmingly admitting that "Charlotte was probably the worst poet in the family after her father", but rightly insisting that "as the author of two great novels her life and anything she wrote must be of interest".

This edition not only supersedes the 1934 edition of J A Symington and T J Wise (the latter being described as "a major crook"), including all Charlotte's mature poems (leaving the early Anghier poems to Christine Alexander's forthcoming edition of her juvenilia), but also provides useful information in a general introduction, a

bibliographical note, a textual introduction, a chronological list of the poems included, a provision list of poems not included, and ample notes. The poems themselves are arranged in three sections—those published in Charlotte's lifetime, those added in the old Shakespeare Head edition, and those added now. Perhaps a chronological order—as adopted in the 1941 edition of Emily's poems by C W Hatfield—would have been more illuminating, but the job has been done well and will hardly need to be done again.

Poems by the Brontë Sisters is a cheap paperback reprint of the 1978 facsimile edition of their first book, *Poems by Currer, Ellis, and Acton Bell*, with a brief introduction by Mark Seaward of Bradford University. This famous book was published in 1846 at their expense and with almost total lack of either critical or commercial success, and republished in 1848 (following the appearance of their novels) with some of both. Its reappearance is welcome, but the introduction should have been brought up to date.

Nicolas Walter

Splendid Shavings

The Nun, the Infidel & the Superman. By D Felicitas Corrigan. John Murray £12.50, 0 7195 4200 6.

Although Laurencia McLachlan was a strictly enclosed nun for 70 years, she attracted an extraordinarily wide variety of friends to the grille of her abbey at Stanbrook, near Worcester. In this book, Felicitas Corrigan concentrates firstly on Dame Laurencia's friendship with Sir Sydney Cockerell, dedicated "infidel" and scholar. But most interesting is her correspondence with George Bernard Shaw, which plumbed surprising depths in the "superman" and produced some splendid shavings such as an election slogan urging "Vote for St. Sulpicia and short prayers". What a pity this could not have been developed into a book by itself.

Jaci Stephen

David Twiston Davies

RESOURCES

Creative conflict

Marian Blaikley on a project which took artists into schools

Last Friday we were encouraged to explore a different and very important dimension of art. We worked with images of ourselves, initially produced as disjointed sketches drawn without the constraints of near perfect bodily coordination. These we developed, via decisions and alterations, into a large painting collage and line print. The results, were far more original, exciting and personal than any work I had produced before.

John Anderson, an A level art student in his final term at Ecclesbourne School, Duffield, Derbyshire, wrote that report after participating in a one-day workshop run at the school by Birmingham artist David Patten. The workshop was part of a comprehensive scheme taking art and artists into schools, jointly sponsored and organized for the first time this year by Derbyshire Museums Service and East Midlands Arts.

The aim has been to bring school communities into creative contact with professional art in two ways: by taking artists into the schools to work with students, and by confronting the children with a changing series of professional exhibitions. The overall theme of the scheme, known as the Derbyshire Portrait Project, was portraiture. The workshop which John Anderson described was just one of four sessions run by David Patten at Ecclesbourne School, each time with a different group of pupils. And Ecclesbourne was just one of four schools afforded this degree of attention by a professional artist: David Patten also spent four days in Pear Tree Junior School, Derby, while his fellow artist, Alan Vaughan from Nottingham, ran four one-day workshops at both Clowne Secondary School, near Chesterfield, and Meadow Farm Primary, Chaddesden, Derby.

Pupils like John Anderson, who were lucky enough to take part in one of the workshops, were enthusiastic about the experience, whatever their age. Another Ecclesbourne sixth former, who admitted having very traditional views on art, certainly found the session drawing self-portraits blindfold and creating a huge collage cooperatively, very revealing. "I usually prefer a more conventional type of art. I don't ever do anything as daring as this. But it's been fun. I'll probably make me think a lot more about what I do - to dare to go a bit further, to take things and twist them rather than just do them." In the primary schools the children voted with their feet: at

Meadow Farm, for example, they abandoned all thoughts of playtime as they worked on plaster of Paris masks, fetishes and the accoutrements of wizardry set for them by Alan Vaughan.

The teachers, too, were impressed by the impact the sessions had on pupils. Carol Mills, print specialist in Ecclesbourne's art department, saw the benefits in the following terms: "What was most important was the way that they gained so much other than practical skills. It helped clarify their ideas about art and helped them to understand more about the experience of working in art. For the first time they realized that it's often the process involved in creating art that's more important than any finished product. Since that day with David Patten the Upper Sixth have tried to recreate the conditions themselves. But of course it hasn't worked."

Carol Mills stressed, as did many others involved in the Derbyshire Portrait Project, that it was the whole school that benefited from the artist's presence, not just those who attended the workshops: "I was pleasantly surprised by the enthusiasm of the whole school for the results of the first session," (a 12 foot long line print/collage of portraits which was displayed in the dining hall). "Even very conservative members of staff were struck by it!"

The reaction she obtained using the work as a starting point for other groups of children was rewarding, too: "I took a third year group into the dining hall and, before they'd noticed the print on the wall, got them to draw self-portraits with their eyes closed. This provided a good introduction to talking about the larger work, and I got some interesting comments as a result. One girl described the portraits, called unflattering by another, as being not about how you look, but about how you feel, which I thought surprisingly perceptive."

This kind of impact on the whole school community is exactly what the organizers of the Derbyshire Portrait Project intended, and one that they



Alan Vaughan with children from Meadow Farm Primary and their masks

reinforced with the other element in the scheme: four professional exhibitions, each of which was displayed in all four schools. These travelling exhibitions consisted of photographs (religious leaders in Nottingham), cartoons (cartoons and caricatures on a historical basis), collages (clothes and visual style - Jane Kelly), and a mixed collection of work by Richard Perry, Billy Ming, Kate Nickles and others.

While there was some feeling expressed by both teachers and artists that the choice of exhibitions could have been more closely tailored to the specialist needs of schools, nevertheless they proved valuable as starting points for discussions and creative work. Alan Vaughan, for example, related the results of one of the four sessions he took at Meadow Farm Primary to Jane Kelly's collages in these terms: "The group made two punk rocks, complete with spots and snout, shaping and forming them in chicken wire and modelling with plaster bandage and cardboard. The earrings, chains, tattoos and belts pro-

duced a visual style opposite to Jane Kelly's 'Wedding Dress' picture, but still over-ridingly concerned with image and visual language."

Paul Swales, exhibitions coordinator for East Midlands Arts, whose job it is to place exhibitions in non-gallery venues in the comparatively gallery-less East Midlands, explained the rationale behind combining exhibitions with workshops in the Project: "Workshops are usually one-off things, only touching those directly involved. By bringing the exhibitions in as well we are broadening the scheme out to more people." In fact Paul Swales sees the most important aspect of the whole project as being the culminating exhibition held at Museum Headquarters in Darley Dale in July, at which all its elements were brought together under one roof. All Derbyshire schools were invited to visit the exhibition, at which they were able to see not only the four travelling exhibitions, but many other variations on the theme of portraiture. Coins, primitive and modern sculptures, paintings and carvings, all drawn from the Museums Service collections,

were brought together for a headhunter's Superstore, providing a further opportunity for the children to look creatively at the making of portraits. Puppets, too, were a major feature, with the grotesque Blundell puppets from the Midlands Arts Centre in Birmingham looming larger than life in the main exhibition hall.

Throughout the two-week run of the exhibition, workshop facilities were provided for all visiting children, while Alan Vaughan and David Patten ran special sessions for pupils from the four schools who made such a major contribution to the scheme.

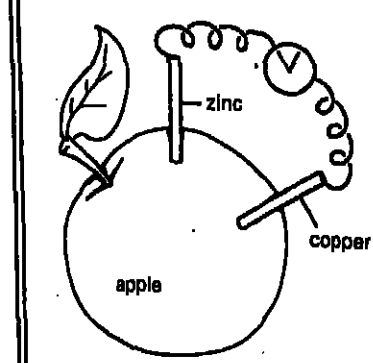
Perhaps the two most significant works on display in Darley Dale were those commissioned from David Patten and Alan Vaughan as part of the Derbyshire Portrait Project. These original works are being jointly purchased by East Midlands Arts and Derbyshire Museums for the Museums Loan Service and will therefore be permanently available for schools to borrow. Paul Swales, for East Midlands Arts, stressed the value of having a commission element built into the scheme: "David and Alan's work in the loans collection will be much more meaningful for the schools involved than the usual kind of acquisition, because they will understand how it's come there, and why it is as it is."

Other schools visiting the Darley Dale exhibition were also able to appreciate something of this, when they saw Alan and David's work alongside the schools'. For both artists feel that their experience working with the students is reflected in their commissioned pieces. David Patten felt the impact on his own work of the exploratory sessions with the Ecclesbourne sixth formers to have been enormous: Alan Vaughan very much kept the limited exhibition space available in most schools in mind, devising his three-and-a-half foot high three-dimensional figure of a swimmer: he wanted to create something to which the pupils could not fail to respond. It is his far-reaching effects that make the Derbyshire Portrait Project unique among similar schemes. Through its combination of workshops, exhibitions and commissions the Project will eventually touch not only those pupils and schools directly involved in the workshops and the present Derbyshire school pupils who visited the big exhibition at Darley Dale, but also the school children of years to come, to whom David Patten and Alan Vaughan's works will be permanently available through the loans collection.

notes

CELLS AND BATTERIES

Duracell UK, manufacturers of long life batteries have announced the publication of "Cells and Batteries", an education resource pack aimed at secondary schools science students. The pack contains a teacher's guide, colour filmstrip and commentary notes, work sheets, and 15 booklets for class use. It costs £6.95 from Lesley Chilton, Duracell UK, Duracell House, Church Road, Lowfield Heath, Crawley, Sussex RH11.



SPONSORSHIPS

Among new publications from the Careers and Occupational Information Centre is a booklet entitled "Sponsorships", which is a look at sponsorships offered to students by employers and professional bodies for first degrees, BTEC higher awards or comparable courses beginning in 1986. Copies can be obtained from Sales

Department, COIC, Moorfoot, Sheffield S1 4PQ, at £1.50 each including postage and packing.

COLOUR VERSIONS

New colour versions of the Nuffield Maths Junior Pupils books 3, 4, 5 and 6 have now been published. The books contain exactly the same materials but are in colour and are larger. Also in colour now are the Bronto Maths Readers Set E and the record sheets for levels 3, 4, 5 and 6. Further enquiries to: Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

NATURAL HISTORY

"Natural History Teaching Resources" is the title of a handbook published by the Ecological Parks Trust in London. The Trust's aim is to further knowledge of the ecology of urban areas. Its catalogue, which is now available nationally, includes a selection of books for teachers and children on trees and shrubs, plants, birds, bats, foxes, hedgehogs, mice, squirrel, frogs, butterflies and insects. It can be obtained, price £2.75 + 75p p&p, from the Ecological Parks Trust (4th Floor), The Old Loom House, Back Church Lane, London E1 (tel: 01-481 0893).

PADDY WHANNEL AWARD

The British Film Institute's £1,000 Paddy Whannel Award for educational initiatives in film and television has gone jointly to In Sync Media Association and Vocani Film Circuit. The first is a Sheffield community video group which has worked on representing local issues like rate capping on video; Vocani Film Circuit exhibits black and Third World films and videos in the Midlands.

RESOURCES

Under-appreciated

Centres like the Museum of Mankind have an important message to put across, but where is the money to do it? asks Victoria Neumark

Birds twitter in the warm hall light of the jungle. Through the steamy vegetation we see bearded canoes, a cuyabara and armadillos grazing, anacondas writhing from branches. Further on the sound of nose-flutes and drums leads us to dances of feather costumes and masks, beaded rattles and painted faces. As we enter the cooler dark of the communal house, dried meat hangs from the rafters over men shuffling and hunting weapons, women scraping vegetables, people carving gourds, children copying their elders. We have been wandering in the Museum of Mankind's stunning evocation of *Hidden Peoples of the Amazon* (on, free, for another two years).

In among the blowguns and the strunken heads, flocks of excited children crouch before glass cases, frowning over labels, tongues and felt-pens out. For Brian Thompson, Headmaster of Darrell Primary School, Richmond, visits to museums form a regular part of work in his school. He has brought a party of second and third year junior school children to complete work on patterns chiefly, the ethnographic side having been covered in the classroom. Better art work, he feels, comes from "reaction to first-hand experience", and the talk in the museum itself makes more impact than

many hours of preparation. But how well does the museum facilitate his use of its exhibits?

The staff, he says, are always very helpful to the children, but the structure of the museum itself is not geared towards education. Compared to the USA where museums are integrated with the schools system, British schools have a raw deal. When objects are not on display they are in store, so children cannot see items, pictured in their textbooks, which lie in museum vaults just a few miles away. There is no handling collection. According to Mr Thompson not enough money is spent on education or education liaison.

Ben Burt, education officer of the museum, is not, as he readily confesses, a teacher himself. He is an anthropologist by training who produces written materials for teachers to use, writes notes and booklets for particular exhibitions and the general public,

organizes film and video shows and sends out information to schools who ask for it. But when he occasionally runs INSET courses for teachers, he has noticed that "they usually want more than we can provide". Although an education officer is to be seconded from the education office at the main museum to give "handling lessons" for half a day a week, the money and staff are simply not forthcoming.

In the past, it has even been difficult for schools to arrange visits. Not surprising then that the Museum is, as Mr Burt says, "under-used and under-appreciated". (In 1981 15,200 children in 539 parties visited. No more recent figures are available). The recent inauguration, tied to the BBC's *Zig Zag* programme was a great exception; indeed, as the assistant curator pointed out to me, for £400 and in-house objects they got more visitors than they could for thousands of pounds

and months of work for other exhibitions. But what about a newsletter to be sent to all ILEA schools, for instance? No money or staff, again.

Educational needs are not even considered in setting up an exhibition. I am presented with the exhibition, says Ben Burt, "and have to try and interpret it and provide materials to back it up. Some schools come along with hardly any preparation for a day out - then the worksheets may draw attention to some parts of the exhibition." He tries to include history and social background rather than merely catalogue the exhibition, and the notes and leaflets are lucid and comprehensive, while the worksheets, though not fun, cover the main points. Still, it cannot be disguised that the main thrust of the Museum's organization is to the prestige of adult interest; the films, talks and publications tend to be aimed exclusively at adults, and when special events take place, as with a

recent festival of native American artists, where artists could be watched at work, outside sponsors have been largely responsible.

ILEA in particular has been producing policy statements on racism and multicultural interaction. There is a wonderful resource for showing that there are no "naked savages in mud huts", that if people wear no clothes that need not be lewd and simple technologies need not reflect stupidity. It is a delicate balance building up respect and understanding for other cultures, yet not relegating other peoples to the status of curios. Thus the exhibitions which have reconstructed environments, mannequins or temperature controls can help to show that other peoples have a history, culture and personal existence rather than being the exotic views of blowguns or the manic collectors of shrunken heads.

Such are Ben Burt's ideas, which he tries to present through his educational materials and, as he says, "if children go away thinking 'They're a load of bloody savages', you have to take responsibility for that, and if you think they're not savages, you have to try and make the information say that." But if that message is important, it is important enough for money to be spent on putting it across.

Urgent lessons

RADIO
Brainwaves
BBC Radio 4 Tuesdays 8.30pm
Repeated on VHF Saturdays 4.0pm.

Joining the club of those who feel let down by Sir Keith must be the presenter and producer of *Brainwaves*. This is Radio 4's new weekly magazine about education and *Radio Times* trailed their debut with the information that presenter Margaret Percy would be putting "searching questions" about "controversial issues" to the Minister.

As it happened, he decided he "wasn't keen to rock the boat by appearing" and Ms Percy was left hoping that she might return in a later programme to the question of whether he is going to alleviate the pressures on teachers. Instead it was straight into an item that sounded as if it might have been rejected by *Breakaway* on the grounds of triviality: a report on an adult education weekend in the Derbyshire hills. The subject was entomology and the course leader advised his bug-hunters, "Imagine you're a bird and hungry. Where would you look?"

Whether this is a major educational issue is at least a matter for debate but then *Brainwaves* "resents the 'positive'". This means it has a jolly electronic signature tune which can be bounced up and down as we are encouraged to listen. "Hello. Have you a vested interest in education? Of course you have... (peak the music). Autumn term begins in curricular chaos (more music). Learn the truth on an (nudge, nudge) 'adult' weekend of the Derbyshire moors."

The first programme did have its more serious moments. A researcher told us that teachers suffer from stress which manifests itself in anger, tension, frustration and emotional exhaustion. Management and the EIS were interviewed briefly about the situation in Scottish schools, a conductor told us it was his art teacher who had awoken his interest in music, and "thoughts on how to take on the examiners' decision" following your GCSE results seemed to be "Don't". It is to have an A-level paper regraded and, of those that are, only four per cent are upgraded.

There should be room on Radio 4 for a weekly education magazine, but those who are prepared to seek it out in these slots do not need patronage. Of course any series should get better as it progresses but Margaret Percy might like urgent lessons from presenters like Derek Jones (*Wildlife*) and John Mills (*Does He Take Sugar?*) on how to get inside a specialist subject and make it acceptable to both the involved and the uninitiated.

David Self



From a study of the meat trade in the 1930s

This little piggy went to market

Last year's television series on 'The Making of Modern London 1914-39' is now the subject of an exhibition of projects by local history groups and schools. Paul Coueslant reports

What do people think of if they are asked about life between the wars? Ramsey MacDonald? Ovaltines?

The Abolition? No doubt many do, but what about courting in haystacks, opium dealing in Chinatown, pawing dad's suit every week and black-leading the grate? These are among Londoners' memories featured in an exhibition which opens next week at The Museum of London. Their stories - a mixture of the everyday and the extraordinary - emerged from a competition run by London Weekend Television in association with Schweppes and inspired by the LWT series *The Making of Modern London 1914-39*. Shows last year's capital's development

present-day Londoners' reminiscences, through alongside pictorial and documentary evidence. There have been two series so far. The third, *London At War 1939-45*, begins its showing in the LWT region on Friday September 6. The Museum of London exhibition is based on the competition entries submitted by history groups and schools. They were required to produce an original 10-minute tape-recording of memories of the 1914-39 period, as well as visual and written

material - the first time a competition has involved oral history. Visitors to the exhibition can hear extracts from the tapes and see photographs and other items from entrants' projects.

Among the subjects covered are the Crystal Palace fire of 1936, the 1920s meat trade in Whitechapel, the importation of whisky and the development of the Metropolitan Police. There are five award-winning entries chosen by a panel of judges which included social historians Lord As Briggs and Paul Thompson, and writer Fay Weldon. They contain some of the most interesting subject matter such as the stories of Annie Lal, now in her eighties, who was drawn into the opium trade in the East End shortly after the First World War, and of Madge Wicks whose mother was a personal bodyguard to Emmeline Pankhurst and a key figure in suffragette demonstrations in London theatres.

Most of the entries on display were produced by oral history groups, history societies or community organizations. There are 15 entries from schools, a reflection of the relative rarity of oral history in the curriculum as a way of finding out about the past. However, a number of schools attemp-

ting oral history for the first time had a beneficial experience.

One was Catford School, which won an award with a project by second and third year boys about working-class life in Deptford. Annie Rimmer, Head of Religious Studies, explains: "We were attracted to the idea of entering the competition because we already had links with local pensioners through Age Concern. It's been our aim to break down barriers which often exist between elderly people and boys of this age. Doing the project resulted in mutual trust and affection when before there was fear and misunderstanding."

Paul Coueslant is Community Education Officer at London Weekend Television.

4 Titles Available For Recording From Sunday 1st September 1985

Approximate Transmission Times

Tuesday 3rd September 5.30pm Anything We Can Do - Series 2 Repeat: His Only Interest For Code B	Saturday 7th September 1.05pm I Could Do That - Repeat: Organising The Business For Code B
Wednesday 4th September 8.00pm The World - A TV History: United States of America For Code E	For more information contact:
Friday 6th September 7.30pm Right To Reply For Code A	QUILD LICENSING 6 Rye Road, Peterborough PE1 5YB (0753) 516516 Late Charges (0753) 812162 (0705)
Friday 6th September 8.15pm A Week In Politics For Code B	

Strategic skills

Peter Moody on a pack that teaches mathematical problem solving

Problems with Patterns and Numbers: An O Level Module. A resource pack published by the Joint Matriculation Board and the Shell Centre for Mathematical Education. Available from The Secretary, JMB, Manchester M15 6EU. £27.

The public view of maths is of a collection of skills and techniques, largely unrelated and mostly irrelevant to everyday life. This view is reinforced by the standard way in which exam syllabuses have been stated as lists of mathematical content: facts and skills, rather than in terms of processes and strategies to be developed and used in solving real problems.

The Cockerill Report has given welcome new impetus for shifting the emphasis towards maths as process, stressing problem solving, practical investigation and this new material from the JMB and the Shell Centre is an exciting and important development in the same direction. The pack is the first in a series of modules designed to promote gradual changes in classroom practice.

This conjunction of an exam board and curriculum development team recognizes two important realities: curriculum change which affects 16+ exams will have some bite to it, and such changes need to be supported fully by materials for teachers and pupils. The syllabus changes involved here are small (5 per cent of teaching time, one

non-compulsory question in the exam for 1986 and 1987), but they represent an important beginning in a process of gradual change.

The aim is to teach and test approaches to more open and unstandardized problems, by encouraging classroom activities designed to foster a range of strategic skills - trying simple cases, using suitable diagrams, tables, looking for patterns and rules, checking, working systematically.

The resource pack, developed and trialled in conjunction with some 30 schools collaborating with the Shell Centre, consists of Specimen Exam questions (with full mark schemes and sample scripts), classroom materials and support materials for teachers (including a 60-minute video and a microcomputer disk). The exam questions and schemes clearly exemplify two aspects of the change in emphasis: it is the process of solving which earns the credit, equally the marking process is far harder than for traditional fact/skill maths.

The classroom materials represent an important contribution to the whole field of literature on teaching problem solving. Many of the problems may be familiar but this represents a superb basic resource for this sort of work. More questionable may be the approach. The material is all in pupil worksheets and suffers from the work-sheet drawbacks - wordiness and too many drawings. The approach is in three stages - setting up the strategies in the context of working with specific

problems; using those strategies with less guidance in teaching further problems; presenting problem tasks with no guidance. Each stage should take about a week. There is also a collection of further problems and games and the pack includes five programs for the micro reproduced by ITMA (PI-RATES and SNOOK) and SMILE (CIRCLE, ROSE, TADPOLES).

The teacher support text, backed up by the video, looks at teaching styles and strategies to use with the pupil materials. Video is a vital medium for in-service development work. Teachers all too rarely see other teachers at work, and video, despite all its problems of intrusion and selectivity (and here we have very small classes) offers accessible material for teachers to react to - whether it gives ideas to copy, modify or reject. The video provided here contains lots of food for thought about the ways of working which can promote good problem solving.

Of course, there are qualifications: mention of younger children or pupils below O level ability comes only in the final support pages: Cockerill was aiming at all levels, this is ostensibly a "top-down" development. And is the approach of teaching strategies directly the best one? But overall one must warmly applaud this initiative and the high standard for innovation and teacher support and should be a priority item for purchase by Advisers, Teachers' Centres and larger maths departments.

Other than by Subject Classification

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

The Authority proposes to appoint, as soon as possible, up to 10 Assistant Teachers on temporary one year contracts, to provide support in secondary schools in connection with the Government's In Service Training plans for teachers. Scale 2 posts available for suitably qualified and experienced candidates. Candidates should state Specialist subjects offered.

Application forms (S.A.E.) from the Director of Education, Crown Office, London Road, Merton, Surrey SM4 5DX.

Closing date: As soon as possible, (1995/95) 1355820

Scale 1 Posts

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY

SIR WILLIAM RAMSAY

1000

WYCOMBE, Bucks.

Head Mr. K. Johnson

No. on Roll: 570 (including 6th Form)

Required, as soon as possible, a Scale 1 teacher for General Subject. Interested applicants should specify subjects offered.

Applications in writing, giving the names and addresses of two referees, should be made as soon as possible to the Headmaster of the school, enclosing a stamped addressed envelope. (1957/4) 135522

LONDON

Inner London Education

Authority

NORTH BRIDGEMAN C.E. (SM)

SCHOOL

1000

London Road, Lee SE12

Tel: 01-552 3191

Roll: 444

Required asap, Music with Art teacher in both subjects there will be opportunities for the teacher appointed to build on very creative work already being done with children of all ages and abilities. Pastoral responsibility will also be expected.

The Governors will require the successful candidate to support the School's ethos.

Further details and application forms are available from the Headmaster on receipt of a stamped envelope. (1955/5) 13562

V.S.O.

Places are display advertisement. (255/1) 135622

WILTSHIRE

FIBBERTON MANOR MIDDLE

SCHOOL

1000

Highbury Avenue, Salisbury

SP1 1B

19-15 years. Mixed. N.O.R.

2401

Required for January 1986 a qualified teacher to join the Basic and Humanities departments. Consideration will be given to first post applicants.

A scale 4 responsibility post could be available for a suitably experienced teacher with Geography qualifications.

Application forms from the Head Teacher on receipt of a stamped envelope. (1955/5) 135622

HAMPSHIRE

Schools Industry

Liaison Officer
(North Hampshire) - Scale 4

Applications are invited for this newly created and challenging post of Schools Industry Liaison Officer (North Hampshire) commencing January, from suitably qualified and experienced teachers or lecturers who have an interest in the establishment of links between schools/colleges and employers and in curriculum development.

The Person appointed will be responsible to the Area Education Officer, North-East Hampshire, and will be based at the Teachers' Centre, Aldershot.

For further details and application from please send S.A.E. to County Education Officer (Ref. SS/SM/PS) The Castle, Winchester, Hants.

Closing date for completed application forms 13th September 1985.

Special Education

Headships

HAMPSHIRE

MILTON FORD SCHOOL

1000

151 Lockwood Road, Southampton.

Headteacher, Group 35

for this specialist special

school, attached to the Wessex

Psychiatric Unit.

Application forms and further

details from the Area Education

Officer, Civic Office,

Guildhall Square, Portsmouth

PO1 2BJ (S.A.E. please).

Closing date 23rd September

1985. (1955/5) 160012

DEVOY

Please see displayed advertisement on page 43.

(1955/5) 160012

HAMPSHIRE

GREEN CROFT SCHOOL

1000

Hamphire GU14 8BX

Group 35

A Deputy Headteacher with

qualifications and experience

required for the post of

Deputy Headteacher for

Learning Difficulties at

Green Croft School, a

specialist school for

children with learning

difficulties. The school is

located in the village of

Green Croft, near

Andover. The school has

an excellent reputation

for its high standards of

teaching and learning.

Applicants should send

their curriculum vitae and

three references to the

Headmaster of the school,

Green Croft School, Green

Croft, near Andover.

Closing date 13th September

1985. (1955/5) 160012

NORTH DEVON

NATIONAL AUTISTIC

SCHOOL

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Scale 2 Posts and above

CAMBRIDGESHIRE

EDUCATION TEAM

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LANCASHIRE

COUNTY COUNCIL

An Equal Opportunities

Employer

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INDEPENDENT
SCHOOL

OXFORDSHIRE
SHIPLEY COLLEGE
Shipley-on-Thames, Oxon RG9
199W
Required for January 1986, a graduate to teach Chemistry up to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

WORCESTERSHIRE
BRONSGROVE SCHOOL
10, M.C. Condon Road, 150
in the (1985) form)
Required for January 1986, a graduate to teach throughout the school and to 'A' level, salary above Birmingham scale 2. Married and single accommodation available for both sexes or live-in arrangements. The school is a day school and the names of two referees or for further details to the Headmaster, Bronsgrove School, Worcester, Tel: 01297 52211. 184824

Speech and Drama

Other Assistants

LONDON SW7
Required for September 1985, a graduate to teach Speech and Drama with experience of production and drama in the field. Salary 3.5 Birmingham Scale.
Apply in writing to the principal, with names and addresses of two referees. Queen's, Gate School, 133 Queen's Gate, SW7 5TF. (19854) 185224

Other than by Subject

Classification

Other Assistants

DEVON
EDENHILL COLLEGE
Bideford, Devon
Required as soon as possible, a well qualified and experienced teacher of History and Economics to O and A level. The post could be temporary or permanent and a Head of Department would be an advantage.
Apply in writing to the Headmaster, Edenhill College, Bideford, Devon, with names and addresses of two referees. 185654

SUFFOLK
BRANFORD COLLEGE
Immediate appointment, resident teacher for boys, 11-18 years. The applicant should be able to teach either Geography or Sociology to second year. A level. Graduate, enthusiastic, young, driven, with a current driving licence. There is the opportunity for the successful candidate to work as a full-time part-time teacher for French, German, Spanish, Italian, Latin, and two references to the Secretary, Branford College, Ipswich, Suffolk, IP6 6DN.

Preparatory Schools

By Subject Classification

Classics

Heads of Department

Hertfordshire

KINGSTON COLLEGE
Kingston, Surrey
Required for January 1986, a graduate to teach Latin to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

English

Heads of Department

Surrey

WALLS SCHOOL
Walls, Surrey
Required for January, a graduate to teach English to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

History

Other Assistants

Harrow

For September 1985, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

London N21

WILTON PREPARATORY SCHOOL
Wilton, London N21
Required for January 1986, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

Mathematics

Other Assistants

Wiltshire

WILTSHIRE
OXFORDSHIRE
PINEWOOD SCHOOL
Bourton
(I.A.P.S. 125 boys, 20 girls)
Required for January 1986, a graduate to teach Mathematics for classes in the 9-11 age group. Willingness to be involved in boarding school life is essential. Interest in extra-curricular activities such as games or drama would be an advantage.
Apply in writing to the principal, with names and addresses of two referees. Queen's, Gate School, 133 Queen's Gate, SW7 5TF. (19854) 185224

Other than by Subject

Classification

Other Assistants

DEVON
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Bideford, Devon
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Apply in writing to the Headmaster, Edenhill College, Bideford, Devon, with names and addresses of two referees. 185654

Modern Languages

Other Assistants

London W8

LADY EDEN SCHOOL
35A Victoria Road, Kensington, London W8 5RJ
Required for October 1985, a graduate to teach French to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

Other than by Subject

Classification

Other Assistants

Heads of Department

Derbyshire

EDUCATION COMMITTEE
Derby
Required for January 1986, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

Other than by Subject

Classification

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Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

Other than by Subject

Classification

Other Assistants

Dorset

CARTLE COURT
Cartle Court, Dorset
Required for September 1985, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

London N21

WILTON PREPARATORY SCHOOL
Wilton, London N21
Required for January 1986, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
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Mathematics

Other Assistants

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OXFORDSHIRE
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(I.A.P.S. 125 boys, 20 girls)
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Other than by Subject

Classification

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Apply in writing to the Headmaster, Edenhill College, Bideford, Devon, with names and addresses of two referees. 185654

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Other than by Subject

Classification

Other Assistants

Heads of Department

Derbyshire

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Derby
Required for January 1986, a graduate to teach History to 'A' level and to 'A' level. An ability to teach junior pupils would be an advantage and a desire to participate fully in the school's life is essential.
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Other than by Subject

Classification

Other Assistants

Heads of Department

Surrey

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Walls, Surrey
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Apply, enclosing the names, addresses and telephone numbers of two referees, to the Headmaster from whom further details may be obtained. 184824

Birmingham

City Council

Education Department

Brooklynn Technical College

Education Department

Temporary Full-time Lecturer in Basic Skills

Required for September 1985 to replace a Lecturer on secondment and to teach basic skills in the field of primary schools. Responsibilities include school experience, supervision, lecturing, course planning and contributions to research and curriculum development projects.
Candidates should be qualified primary teachers, have considerable experience of curriculum development in primary schools, and have recent relevant experience of working in primary schools. They should be registered or capable of registration with the GTC.
The salary scale, which is at present under review, is £8,688 to £13,716 per annum with 13 points, and increments of approximately £380. The point at which the successful applicant will be placed on the scale will be determined in relation to his/her salary at the time of appointment.
Further particulars and forms of application may be obtained from the PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRIDGE DRIVE, GLASGOW G13 1PP.
Completed forms should be returned not later than MONDAY 10th SEPTEMBER 1985.

Cambridgeshire

County Council

Huntingdon

Technical College

Department of Electrical and Electronic Engineering

Applications are invited for the following post:

Lecturer Grade II in Electronic Engineering

Applications are invited for the following post:

Lecturer Grade II in Electronic Engineering

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Lecturer Grade II in Electronic Engineering

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Lecturer Grade II in Electronic Engineering

Applications are invited for the following post:

Lecturer Grade II in Electronic Engineering

Dudley College of Technology

Vice Principal

(Burnham F.E. Group VII)

Applications invited from candidates with suitable vision, energy and commitment for the Vice Principalship from 1st January 1986, of this well-established and thriving College, following the promotion of the present postholder.

Application forms/details (enclosed SAE) from the Principal's Secretary, Dudley College of Technology, The Broadway, Dudley, DY1 1JQ. Return by 16th September.

DUDLEY
Metropolitan Borough
Equal Opportunity Employer

Durham County Council

Derwentside Tertiary College

Applications are invited from suitably qualified and experienced persons for the following posts of Assistant Principal (Head of Department Grade II equivalent) at Derwentside Tertiary College:-

- Assistant Principal - Technology Studies - DTC/AP/1 (Including Engineering, Construction, Craft, Design, Technology).
- Assistant Principal - Professional Studies - DTC/AP/2 (Including Business and Secretarial Studies).
- Assistant Principal - Service and Social Studies - DTC/AP/3 (Including Catering, Hairdressing, Health/Community Care, Social Sciences).

Further details and application forms returnable by 20th September, 1985, are available from the Director of Education, County Hall, Durham, DH1 5UJ, on receipt of a stamped addressed envelope. (0177)

Highbury College of Technology

Head of Department

of

Electrical and Electronic Engineering

*Grade V/VI

Head of Department

of

Mechanical Engineering

*Grade V/VI

* pending review

Application forms and further particulars from

College Office (Extension 225). Completed forms to

be returned by 13th September 1985. Interviews to

be held during week beginning 23 September 1985.

Cosham, Portsmouth PO6 2SA

Telephone (0705) 383131

(0185)

JORDANHILL COLLEGE OF EDUCATION

POST OF LECTURER IN THE

DEPARTMENT OF PRIMARY

EDUCATION

The Governors invite applications from suitably qualified and experienced teachers for the above post. Members of the Department of Primary Education are involved in a wide range of pre-service and in-service courses in the College, including pre-service undergraduate and postgraduate courses, a number of award bearing in-service courses within the field of primary schools. Responsibilities include school experience, supervision, lecturing, course planning and contributions to research and curriculum development projects.

Candidates should be qualified primary teachers, have considerable experience of curriculum development in primary schools, and have recent relevant experience of working in primary schools. They should be registered or capable of registration with the GTC.

The salary scale, which is at present under review, is £8,688 to £13,716 per annum with 13 points, and increments of approximately £380. The point at which the successful applicant will be placed on the scale will be determined in relation to his/her salary at the time of appointment.

Further particulars and forms of application may be obtained from the PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRIDGE DRIVE, GLASGOW G13 1PP.
Completed forms should be returned not later than MONDAY 10th SEPTEMBER 1985.

(0169)

Thyside Regional Council

Further Education

Angus Technical College, Kettle Road, Arbroath

Applications are invited from suitably qualified and experienced persons for the following post:

Lecturer 'B' - Electrical and Electronic Engineering

Salary Scale - £7,989 - £10,881

Applicants should possess a degree or equivalent qualification in

Electrical/Electronic Engineering and have sound practical ability

and industrial experience.

The post involves teaching Electrical and Electronic Engineering

and related subjects in a range of Craft and Technician Courses.

Expertise in one or more of the following specialisms would be of

particular advantage: Analogue/Digital Techniques, Microprocessor

application, instrumentation and control.

Application forms and further details may be obtained from

the Principal at the above address to whom completed

applications should be returned by Friday 13th September 1985.

(0169)

CITY OF COVENTRY

Applications are invited for the following posts:

Temporary Lecturer 1 -

Business Studies

Required in the Department of Business and Professional

Studies to assist with a range of Business Studies subjects

including World of Work, Business Calculations, Economics/Commerce and Accounting.

Temporary Lecturer 1 -

Horticulture

To teach Horticulture to students on City and Guilds, MSC

and related courses.

The appointments are for the academic year 1985/86, to

start as soon as possible.

Salary £5910 - £10512 (under review).

Further particulars and application form from the

University Appointments

WARWICK UNIVERSITY

CENTRE FOR ENGLISH LANGUAGE TEACHING

Applications are invited for the following appointments as follows:

(a) Teaching Fellow from 30th September to 1st December 1985.

(b) Two English Language Tutors, September 1985 to July 1986.

For the post of Teaching Fellow, the duties will involve teaching English to students and also teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Coventry CV4 7AL. Closing date for applications: 15th September 1985. (19854) 280000

Colleges of Higher Education

Other Appointments

SUFFOLK COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointments as follows:

(a) Lecturer Grade 1 in Business Studies (Post No. 2.118).

(b) Lecturer Grade 1 in Furniture Studies (Post No. 2.119).

To teach mainly numerate students, the duties will involve teaching Business Studies and Furniture Studies to students.

Applicants should have a minimum of 3 years' experience of teaching Business Studies and Furniture Studies to students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Suffolk County Council, Ipswich IP1 1LT. Closing date for applications: 15th September 1985. (19854) 280000

Community Homes and Associated Institutes

Other Appointments

ROCHDALE COLLEGE

Applications are invited for the following appointments as follows:

(a) Lecturer Grade 1 in English Language (Post No. 2.118).

(b) Lecturer Grade 1 in English Language (Post No. 2.119).

To teach mainly numerate students, the duties will involve teaching English Language to students.

Applicants should have a minimum of 3 years' experience of teaching English Language to students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Youth and Community Service

CUMBRIA LEADERSHIP TRAINING FOR COMMUNITY VOLUNTEERS

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

DERBYSHIRE COUNTY COUNCIL

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Derbyshire County Council, Derby DE1 1LT. Closing date for applications: 15th September 1985. (19854) 280000

EDUCATION SERVICE

HARINGEY ADULT EDUCATION SERVICE

Applications are invited for the following appointments as follows:

(a) Lecturer Grade 1 in English Language (Post No. 2.118).

(b) Lecturer Grade 1 in English Language (Post No. 2.119).

To teach mainly numerate students, the duties will involve teaching English Language to students.

Applicants should have a minimum of 3 years' experience of teaching English Language to students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Haringey Adult Education Service, Haringey, London N22 4TY. Closing date for applications: 15th September 1985. (19854) 280000

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

LEICESTERSHIRE COUNTY COUNCIL

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Leicestershire County Council, Leicester LE1 1LT. Closing date for applications: 15th September 1985. (19854) 280000

SHROPSHIRE COUNTY COUNCIL

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Shropshire County Council, Shrewsbury, Shropshire. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Shropshire County Council, Shrewsbury, Shropshire. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

EDUCATION DEPARTMENT

Youth Worker

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Education Department, The Grove, Carshalton, Surrey. Closing date for applications: 15th September 1985. (19854) 280000

EDUCATION SERVICE

HARINGEY ADULT EDUCATION SERVICE

Applications are invited for the following appointments as follows:

(a) Lecturer Grade 1 in English Language (Post No. 2.118).

(b) Lecturer Grade 1 in English Language (Post No. 2.119).

To teach mainly numerate students, the duties will involve teaching English Language to students.

Applicants should have a minimum of 3 years' experience of teaching English Language to students.

Overseas Appointments

CHRISTIAN MISSIONS SOCIETY

Applications are invited for the following appointments as follows:

(a) Youth Worker (Post No. 2.118).

(b) Community Worker (Post No. 2.119).

To lead and supervise the work of the Youth Centre and Community Centre, the duties will involve teaching and supervising the work of the Youth Centre and Community Centre.

Applicants should have a minimum of 3 years' experience of teaching and supervising the work of the Youth Centre and Community Centre.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Christian Missions Society, London. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Christian Missions Society, London. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Christian Missions Society, London. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

Further details and application forms are available from the Registrar, Christian Missions Society, London. Closing date for applications: 15th September 1985. (19854) 280000

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Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

Salary will be up to £5,500 for the period of the appointment. Reference No. 4/84/85.

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Further details and application forms are available from the Registrar, Christian Missions Society, London. Closing date for applications: 15th September 1985. (19854) 280000

For the posts of English Language Tutors, the duties will involve teaching general English and study skills to postgraduate overseas students.

Applicants should preferably have an M.A. in Applied Linguistics and at least 3 years' experience of teaching English to overseas students.

MINISTRY OF DEFENCE

British Forces in Germany Youth Training Scheme.

The Ministry of Defence invites applications from professionally qualified instructors for a post with the British Forces Germany Youth Training Scheme. Candidates should be experienced in working with young adults and have relevant qualifications in the instruction of outdoor pursuits, with group work and counselling skills. Previous experience in a Youth Service setting would be an advantage.

The instructor will be a member of a small team working under the direction of the Youth Training Scheme Team Leader and will be based for the residential periods in the Swetland (Little Switzerland), an area of Northern Germany. At other times the team will be located at the Higher Education Centre at Muehlen, or elsewhere as required. Professional guidance will be provided by the British Forces Germany Youth Service.

Accommodation will be provided rent free.

Salary is in accordance with the JNC U/O SCALE.

A small tax free allowance is payable. There is also a London Allowance.

Duration of engagement initially for a period of one year.

All applicants should be normally resident in the United Kingdom. The Civil Service is an Equal Opportunities Employer. Applications should be made in writing to: MANAGER BRITISH FORCES GERMANY YOUTH TRAINING SCHEME, G1 DIVISION, HQ BAOR, BFPO 40.

Trained technical teachers

They're asking for you in Nigeria, the Caribbean and Bangladesh.

Voluntary Service Overseas is looking for trained technical teachers to instruct and assist in the development of curricula at vocational colleges in Nigeria, the Caribbean and Bangladesh.

VSO work - being carried out by some 1,000 volunteers at this moment - has a lasting effect in combating world poverty and hunger.

And each VSO worker returns richly rewarded by the two-year experience.

Applicants should be aged between 23 and 65, without dependants and willing to accept no more than the 'local' rate of pay.

As a VSO volunteer you should find little difficulty in obtaining leave of absence from your employer.

If you're unable to go, but you would like to support our work, there are still two things you can do: send a donation; become a VSO member.

(For more information, complete and return the coupon.)

I'm interested in volunteering. My qualifications or experience are:

Please send details of all VSO numbers/grades I enclose a donation of £5/£10/£15/£20/£25/£30/£35/£40/£45/£50/£55/£60/£65/£70/£75/£80/£85/£90/£95/£100/£105/£110/£115/£120/£125/£130/£135/£140/£145/£150/£155/£160/£165/£170/£175/£180/£185/£190/£195/£200/£205/£210/£215/£220/£225/£230/£235/£240/£245/£250/£255/£260/£265/£270/£275/£280/£285/£290/£295/£300/£305/£310/£315/£320/£325/£330/£335/£340/£345/£350/£355/£360/£365/£370/£375/£380/£385/£390/£395/£400/£405/£410/£415/£420/£425/£430/£435/£440/£445/£450/£455/£460/£465/£470/£475/£480/£485/£490/£495/£500/£505/£510/£515/£520/£525/£530/£535/£540/£545/£550/£555/£560/£565/£570/£575/£580/£585/£590/£595/£600/£605/£610/£615/£620/£625/£630/£635/£640/£645/£650/£655/£660/£665/£670/£675/£680/£685/£690/£695/£700/£705/£710/£715/£720/£725/£730/£735/£740/£745/£750/£755/£760/£765/£770/£775/£780/£785/£790/£795/£800/£805/£810/£815/£820/£825/£830/£835/£840/£845/£850/£855/£860/£865/£870/£875/£880/£885/£890/£895/£900/£905/£910/£915/£920/£925/£930/£935/£940/£945/£950/£955/£960/£965/£970/£975/£980/£985/£990/£995/£1000/£1005/£1010/£1015/£1020/£1025/£1030/£1035/£1040/£1045/£1050/£1055/£1060/£1065/£1070/£1075/£1080/£1085/£1090/£1095/£1100/£1105/£1110/£1115/£1120/£1125/£1130/£1135/£1140/£1145/£1150/£1155/£1160/£1165/£1170/£1175/£1180/£1185/£1190/£1195/£1200/£1205/£1210/£1215/£1220/£1225/£1230/£1235/£1240/£1245/£1250/£1255/£1260/£1265/£1270/£1275/£1280/£1285/£1290/£1295/£1300/£1305/£1310/£1315/£1320/£1325/£1330/£1335/£1340/£1345/£1350/£1355/£1360/£1365/£1370/£1375/£1380/£1385/£1390/£1395/£1400/£1405/£1410/£1415/£1420/£1425/£1430/£1435/£1440/£1445/£1450/£1455/£1460/£1465/£1470/£1475/£1480/£1485/£1490/£1495/£1500/£1505/£1510/£1515/£1520/£1525/£1530/£1535/£1540/£1545/£1550/£1555/£1560/£1565/£1570/£1575/£1580/£1585/£1590/£1595/£1600/£1605/£1610/£1615/£1620/£1625/£1630/£1635/£1640/£1645/£1650/£1655/£1660/£1665/£1670/£1675/£1680/£1685/£1690/£1695/£1700/£1705/£1710/£1715/£1720/£1725/£1730/£1735/£1740/£1745/£1750/£1755/£1760/£1765/£1770/£1775/£1780/£1785/£1790/£1795/£1800/£1805/£1810/£1815/£1820/£1825/£1830/£1835/£1840/£1845/£1850/£1855/£1860/£1865/£1870/£1875/£1880/£1885/£1890/£1895/£1900/£1905/£1910/£1915/£1920/£1925/£1930/£1935/£1940/£1945/£1950/£1955/£1960/£1965/£1970/£1975/£1980/£1985/£1990/£1995/£2000/£2005/£2010/£2015/£2020/£2025/£2030/£2035/£2040/£2045/£2050/£2055/£2060/£2065/£2070/£2075/£2080/£2085/£2090/£2095/£2100/£2105/£2110/£2115/£2120/£2125/£2130/£2135/£2140/£2145/£2150/£2155/£2160/£2165/£2170/£2175/£2180/£2185/£2190/£2195/£2200/£2205/£2210/£2215/£2220/£2225/£2230/£2235/£2240/£2245/£2250/£2255/£2260/£2265/£2270/£2275/£2280/£2285/£2290/£2295/£2300/£2305/£2310/£2315/£2320/£2325/£2330/£2335/£2340/£2345/£2350/£2355/£2360/£2365/£2370/£2375/£2380/£2385/£2390/£2395/£2400/£2405/£2410/£2415/£2420/£2425/£2430/£2435/£2440/£2445/£2450/£2455/£2460/£2465/£2470/£2475/£2480/£2485/£2490/£2495/£2500/£2505/£2510/£2515/£2520/£2525/£2530/£2535/£2540/£2545/£2550/£2555/£2560/£2565/£2570/£2575/£2580/£2585/£2590/£2595/£2600/£2605/£2610/£2615/£2620/£2625/£2630/£2635/£2640/£2645/£2650/£2655/£2660/£2665/£2670/£2675/£2680/£2685/£2690/£2695/£2700/£2705/£2710/£2715/£2720/£2725/£2730/£2735/£2740/£2745/£2750/£2755/£2760/£2765/£2770/£2775/£2780/£2785/£2790/£2795/£2800/£2805/£2810/£2815/£2820/£2825/£2830/£2835/£2840/£2845/£2850/£2855/£2860/£2865/£2870/£2875/£2880/£2885/£2890/£2895/£2900/£2905/£2910/£2915/£2920/£2925/£2930/£2935/£2940/£2945/£2950/£2955/£2960/£2965/£2970/£2975/£2980/£2985/£2990/£2995/£3000/£3005/£3010/£3015/£3020/£3025/£3030/£3035/£3040/£3045/£3050/£3055/£3060/£3065/£3070/£3075/£3080/£3085/£3090/£3095/£3100/£3105/£3110/£3115/£3120/£3125/£3130/£3135/£3140/£3145/£3150/£3155/£3160/£3165/£3170/£3175/£3180/£3185/£3190/£3195/£3200/£3205/£3210/£3215/£3220/£3225/£3230/£3235/£3240/£3245/£3250/£3255/£3260/£3265/£3270/£3275/£3280/£3285/£3290/£3295/£3300/£3305/£3310/£3315/£3320/£3325/£3330/£3335/£3340/£3345/£3350/£3355/£3360/£3365/£3370/£3375/£3380/£3385/£3390/£3395/£3400/£3405/£3410/£3415/£3420/£3425/£3430/£3435/£3440/£3445/£3450/£3455/£3460/£3465/£3470/£3475/£3480/£3485/£3490/£3495/£3500/£3505/£3510/£3515/£3520/£3525/£3530/£3535/£3540/£3545/£3550/£3555/£3560/£3565/£3570/£3575/£3580/£3585/£3590/£3595/£3600/£3605/£3610/£3615/£3620/£3625/£3630/£3635/£3640/£3645/£3650/£3655/£3660/£3665/£3670/£3675/£3680/£3685/£3690/£3695/£3700/£3705/£3710/£3715/£3720/£3725/£3730/£3735/£3740/£3745/£3750/£3755/£3760/£3765/£3770/£3775/£3780/£3785/£3790/£3795/£3800/£3805/£3810/£3815/£3820/£3825/£3830/£3835/£3840/£3845/£3850/£3855/£3860/£3865/£3870/£3875/£3880/£3885/£3890/£3895/£3900/£3905/£3910/£3915/£3920/£3925/£3930/£3935/£3940/£3945/£3950/£3955/£3960/£3965/£3970/£3975/£3980/£3985/£3990/£3995/£4000/£4005/£4010/

